

# 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Washington Elementary School
<b>Street</b>	565 Wine St
<b>City, State, Zip</b>	Richmond, CA 94801-4054
<b>Phone Number</b>	510-231-1417
<b>Principal</b>	Karen Zapata
<b>Email Address</b>	karen.zapata@wccusd.net
<b>School Website</b>	www.wccusd.net/washington
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	07617966005037

### 2024-25 District Contact Information

<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Kim Moses
<b>Email Address</b>	KMoses@wccusd.net
<b>District Website</b>	www.wccusd.net

### 2024-25 School Description and Mission Statement

Washington School is the oldest school in the district. Currently, there are 17 regular education classes and one state preschool class. The staff includes 18 classroom teachers, a resource specialist, and a speech therapist. The student population is diverse: 72% Latino, 9% African American, 13% White, 2% Asian, and 4% other or declined to state.

Students come from Point Richmond, North Richmond, and San Pablo communities. Many students who attend Washington have intra-district transfer permits.

## 2024-25 School Description and Mission Statement

Washington was awarded the California State Gold Ribbon Award for the Dual Language Immersion program in 2016. Washington's English/Spanish Dual Language Immersion Program is available in grades K-6. The staff at Washington School is committed to providing a standards-based, comprehensive instructional program that uses research-based teaching strategies. The staff strives to create a student-centered, safe, and motivational environment. Students receive opportunities to explore and examine issues that are relevant to their immediate community and beyond. Washington's program is aligned with the district's focus on literacy.

Washington's staff pursues the development of partnerships with industry, other educational entities, and parents/guardians.

Washington School places students at the core of its community. Decisions are made based on the belief that students' needs are the number one priority. Each teacher builds a community within the classroom, which contributes to the school community as a whole. Staff and the school community work together to support all students' academic achievement and character development.

### School Mission:

Washington Elementary cultivates a safe learning environment in an inclusive and collaborative school community where all diversity is honored to provide a rigorous, academically rich program that prepares students to be civically minded and environmentally aware.

### After-School Programs:

Washington School offers a site-based, after-school programs for students in grades K - 6. The program provides homework help, tutoring, and enrichment activities to students on a daily basis.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	55
Grade 2	46
Grade 3	49
Grade 4	46
Grade 5	40
Grade 6	45
<b>Total Enrollment</b>	<b>361</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.3
Male	45.7
Asian	1.1
Black or African American	4.7
Filipino	1.1
Hispanic or Latino	79.8
Two or More Races	3.3
White	10
English Learners	33
Foster Youth	0.3
Socioeconomically Disadvantaged	63.7
Students with Disabilities	9.1

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.60	97.25	1159.10	82.56	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	62.20	4.43	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	2.75	106.60	7.60	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	49.60	3.54	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	26.30	1.87	18854.30	6.86
<b>Total Teaching Positions</b>	18.10	100.00	1403.90	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.00	69.74	1150.10	75.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	59.40	3.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.20	6.71	171.60	11.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.00	21.46	50.30	3.30	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.40	2.15	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	18.60	100.00	1522.80	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.00	78.80	1081.70	75.48	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.20	1.63	45.20	3.16	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	6.52	155.30	10.84	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	6.52	56.40	3.94	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	6.52	94.30	6.58	14303.80	5.15
<b>Total Teaching Positions</b>	15.30	100.00	1433.20	100.00	277698	100

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
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.50	1.20	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.50	1.20	1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	4.00	1
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	4.00	1

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.30	5.8	7.1
<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)	0.00	0	6.2

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

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%
<b>Mathematics</b>	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 adopted 2017	Yes	0%
<b>Science</b>	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
<b>History-Social Science</b>	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	Yes	0%
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

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

## School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used

## School Facility Conditions and Planned Improvements

to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

8/14/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: LIBRARY: 2. DIRTY VENT. 4. CARPET IS TORN. 7. FOUR LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. NO ROOM ID. EVACUATION MAP IS NOT POSTED.
<b>Interior:</b> Interior Surfaces			X	ADMIN: 4. PLASTER IS CHIPPING EXPOSING METAL (NEAR RAMP ENTRY). CEILING TILES HAVE WATER STAINS (HALLWAY). 10. BURNED CANDLE PRESENT. BOYS REST ROOM: 4. TWO STALLS ARE UNABLE TO BE SECURED. 7. ONE LIGHT PANEL IS OUT. HAND DRYER HAS NO POWER. 9. VALVE COVER IS MISSING. C10: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. C11: 4. CEILING TILE HAS A WATER STAIN. 7. CORD IS CREATING A TRIP HAZARD. C12: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. BLACK GROWTH ON CEILING TILES. 11. PAINT IS PEELING ON DOOR. C15: 4. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. C16: 4. CEILING TILE HAS A WATER STAIN. 9. SINK BASIN IS RUSTED. 11. PAINT IS PEELING ON INTERIOR WALL. COMPUTER LAB: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. CUSTODIAN: 4. WALL PAPER IS TORN (HALLWAY). GIRLS REST ROOM: 4. MENSTRUAL PRODUCT DISPENSER IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING/RUSTED ON ACCESS COVER. (MENSTRUAL NOTICE NOT POSTED). LIBRARY: 2. DIRTY VENT. 4. CARPET IS TORN. 7. FOUR LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. NO ROOM ID. EVACUATION MAP IS NOT POSTED. M130: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. M132: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11. PAINT IS PEELING ON INTERIOR WALL. M133: 4. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL.

## School Facility Conditions and Planned Improvements

			<p>M135: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS BAD (HALLWAY). OUTLET HAS NO POWER. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>PARENTS' ROOM: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). SINK CABINET HANDLE IS BROKEN/LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>PROJECT ASSISTANT: 4. FLOOR TILES ARE BROKEN AT ENTRY (HALLWAY)</p> <p>STAFF LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT.</p> <p>STORAGE: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY).</p> <p>WORKROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>BAND ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. REST ROOM IS USED FOR STORAGE. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING. ACCESS TO FIRE EXTINGUISHER IS BLICKED/HIDDEN. EVACUATION MAP IS NOT POSTED.</p> <p>C10: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C12: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. BLACK GROWTH ON CEILING TILES. 11. PAINT IS PEELING ON DOOR.</p> <p>C14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>C15: 4. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C9: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>GIRLS REST ROOM: 5. GRAFITTI ON STALL PARTITION. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT PANEL IS BAD. 9. ONE FAUCET HAS A DRIP. (MENSTRUAL NOTICE NOT POSTED)</p> <p>M129: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>M130: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>M131: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>M132: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE</p>

## School Facility Conditions and Planned Improvements

			<p>EXTINGUISHER IS BLOCKED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>M134: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>M135: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS BAD (HALLWAY). OUTLET HAS NO POWER. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID.</p> <p>PARENTS' ROOM: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). SINK CABINET HANDLE IS BROKEN/LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>RSP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL (ALSO IN HALLWAY).</p> <p>STORAGE: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY).</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>UTILITIES: 5. ROOM IS UNKEPT.</p> <p>WORKROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p>
<p><b>Electrical</b></p>		<p>X</p>	<p>BAND ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. REST ROOM IS USED FOR STORAGE. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING. ACCESS TO FIRE EXTINGUISHER IS BLICKED/HIDDEN. EVACUATION MAP IS NOT POSTED.</p> <p>BOYS REST ROOM: 4. TWO STALLS ARE UNABLE TO BE SECURED. 7. ONE LIGHT PANEL IS OUT. HAND DRYER HAS NO POWER. 9. VALVE COVER IS MISSING.</p> <p>C11: 4. CEILING TILE HAS A WATER STAIN. 7. CORD IS CREATING A TRIP HAZARD.</p> <p>COMPUTER LAB: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>CONFERENCE: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>GIRLS REST ROOM: 5. GRAFITTI ON STALL PARTITION. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT PANEL IS BAD. 9. ONE FAUCET HAS A DRIP. (MENSTRUAL NOTICE NOT POSTED)</p> <p>LIBRARY: 2. DIRTY VENT. 4. CARPET IS TORN. 7. FOUR LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. NO ROOM ID. EVACUATION MAP IS NOT POSTED.</p>

## School Facility Conditions and Planned Improvements

			<p>M132: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>M134: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>M135: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS BAD (HALLWAY). OUTLET HAS NO POWER. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>PRINCIPAL: 7. EXTENSION CORDS ARE DAISY CHAINED.</p> <p>PTA KITCHEN: 7. LIGHT DIFFUSER IS LOOSE.</p> <p>STAFF LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT.</p> <p>STORAGE: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY).</p> <p>UNISEX REST ROOM: 7. ONE OF TWO LIGHT BULBS ARE OUT. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UTILITIES: 7. EXTENSION CORD IS BEING PERMANENTLY USED.</p> <p>UTILITIES: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.</p> <p>WORKROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>		X	<p>ALL GENDER REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>BAND ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. REST ROOM IS USED FOR STORAGE. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING. ACCESS TO FIRE EXTINGUISHER IS BLICKED/HIDDEN. EVACUATION MAP IS NOT POSTED.</p> <p>BOYS REST ROOM: 4. TWO STALLS ARE UNABLE TO BE SECURED. 7. ONE LIGHT PANEL IS OUT. HAND DRYER HAS NO POWER. 9. VALVE COVER IS MISSING.</p> <p>C16: 4. CEILING TILE HAS A WATER STAIN. 9. SINK BASIN IS RUSTED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>GIRLS REST ROOM: 4. MENSTRUAL PRODUCT DISPENSER IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING/RUSTED ON ACCESS COVER. (MENSTRUAL NOTICE NOT POSTED).</p> <p>GIRLS REST ROOM: 5. GRAFITTI ON STALL PARTITION. 7. ONE LIGHT PANEL IS OUT. ONE</p>

## School Facility Conditions and Planned Improvements

			<p>LIGHT PANEL IS BAD. 9. ONE FAUCET HAS A DRIP. (MENSTRUAL NOTICE NOT POSTED)  M136: 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.  PARENTS' ROOM: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). SINK CABINET HANDLE IS BROKEN/LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED.  PRESCHOOL: 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON INTERIOR WALL.  UNISEX REST ROOM: 7. ONE OF TWO LIGHT BULBS ARE OUT. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)  UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)  UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. FIRE EXTINGUISHER CASE IS BROKEN. (MENSTRUAL NOTICE NOT POSTED)  UNISEX REST ROOM: 8. TOILET SEAT IS LOOSE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p><b>Safety:</b>  Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>ADMIN: 4. PLASTER IS CHIPPING EXPOSING METAL (NEAR RAMP ENTRY). CEILING TILES HAVE WATER STAINS (HALLWAY). 10. BURNED CANDLE PRESENT.  C12: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. BLACK GROWTH ON CEILING TILES. 11. PAINT IS PEELING ON DOOR.  C13: 11. PAINT IS PEELING ON INTERIOR WALL.  C14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL.  C16: 4. CEILING TILE HAS A WATER STAIN. 9. SINK BASIN IS RUSTED. 11. PAINT IS PEELING ON INTERIOR WALL.  C17: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.  COMPUTER LAB: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.  GIRLS REST ROOM: 4. MENSTRUAL PRODUCT DISPENSER IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING/RUSTED ON ACCESS COVER. (MENSTRUAL NOTICE NOT POSTED).  K-1: 11. PAINT IS PEELING ON INTERIOR WALL.  K-2: 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 11. PAINT IS PEELING ON INTERIOR WALL.  LIBRARY: 2. DIRTY VENT. 4. CARPET IS TORN. 7. FOUR LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. NO ROOM ID. EVACUATION MAP IS NOT POSTED.</p>

## School Facility Conditions and Planned Improvements

			<p>M129: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>M130: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>M132: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>M133: 4. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>M134: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>M136: 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>MULTI-USE OFFICE: 10. BURNED CANDLES ARE PRESENT.</p> <p>MUSIC ROOM: 11. PAINT IS PEELING ON DOOR AND INTERIOR WALL.</p> <p>OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID.</p> <p>PARENTS' ROOM: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). SINK CABINET HANDLE IS BROKEN/LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>PRESCHOOL: 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>RECORDS: 11. PAINT IS PEELING ON CEILING.</p> <p>RSP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL (ALSO IN HALLWAY).</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. FIRE EXTINGUISHER CASE IS BROKEN. (MENSTRUAL NOTICE NOT POSTED)</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>X</p>		
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>C17: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>MPR: 10. EMERGENCY EXIT SIGN IS NOT FUNCTIONING (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.</p> <p>SERVING: 10. EMERGENCY EXIT SIGN IS NOT FUNCTIONING. 15. RUBBER THRESHOLD IS MISSING.</p>

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	25	25	32	33	46	47
<b>Mathematics</b> (grades 3-8 and 11)	20	20	22	23	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
<b>All Students</b>	179	175	97.77	2.23	25.15
<b>Female</b>	99	96	96.97	3.03	29.67
<b>Male</b>	80	79	98.75	1.25	19.74
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	144	141	97.92	2.08	20.90
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	17	17	100.00	0.00	58.82
<b>English Learners</b>	55	54	98.18	1.82	4.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	118	117	99.15	0.85	14.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	14	100.00	0.00	14.29

## 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
<b>All Students</b>	179	170	94.97	5.03	20.00
<b>Female</b>	99	95	95.96	4.04	18.82
<b>Male</b>	80	75	93.75	6.25	21.43
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	144	137	95.14	4.86	17.60
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	17	17	100.00	0.00	43.75
<b>English Learners</b>	55	52	94.55	5.45	8.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	118	110	93.22	6.78	12.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	14	100.00	0.00	7.14

## 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
<b>Science</b> (grades 5, 8 and high school)	19.15	18.42	20.56	20.89	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	38	38	100.00	0.00	18.42
Female	21	21	100.00	0.00	14.29
Male	17	17	100.00	0.00	23.53
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	6.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	11.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 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	97.4	97.4	97.4	97.4	97.4

## 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

##### PARENT INVOLVEMENT PROGRAMS:

- School Site Council (SSC): The role of the SSC is to give parents, faculty, and staff site decision-making capacity. The SSC's role is to develop the school plan with budgets and monitor the implementation of that plan. Every Elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).
- English Learners Advisory Committee (ELAC) meets monthly with the Principal to discuss matters of importance to the families of English language learner students and provides input to the SSC on the school plan. Meetings are typically conducted in Spanish and English.
- The Washington PTA meets monthly to discuss and plan programs for the students at Washington; dinner is provided and childcare is available. The PTA sponsors Movie Nights, Cooking Classes, Music and Art classes as well as the end-of-year International Fair. Everyone is welcome to attend and participate.
- Classroom Volunteers are always welcome to assist in classrooms and on study trips. Classroom volunteers must obtain a District Volunteer Badge to work with students. Due to the COVID-19 pandemic, all volunteers must now also be fully vaccinated, and follow all COVID safety protocols whenever on campus.
- The AAPAC [African American Parent Advisory Council]: The Washington African American Parent Advisory Council is a group of parents/guardians of African American students (along with school staff) coming together to ensure the success of their children, and ultimately all African American students at our school. AAPAC is responsible for advising the Principal and School Site Council on programs and services that will increase academic outcomes for African- American students at the school. AAPAC also advises on how to create a welcoming school environment for all African American families. The AAPAC meets monthly. The Washington AAPAC Chairperson also represents Washington Elementary at the District-level AASAT (African American Site Advisory Team).

More information regarding parental involvement opportunities can be obtained by calling the school at (510) 231-1417.

## 2024-25 Opportunities for Parental Involvement

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	393	379	89	23.5
Female	211	203	49	24.1
Male	182	176	40	22.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	22	19	7	36.8
Filipino	--	--	--	--
Hispanic or Latino	310	301	68	22.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	3	23.1
White	39	37	10	27.0
English Learners	134	131	33	25.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	254	247	73	29.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	42	8	19.0

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
1.52	1.15	0.76	3.97	4.81	4.82	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	0.04	0.02	0.01	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.76	0.00
Female	0.00	0.00
Male	1.65	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.55	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.32	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.56	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

## 2024-25 School Safety Plan

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

## 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	24		4	
1	21	2	4	
2	21	2	2	
3	17	6		
4	27		4	
5	20	2	2	
6	25	2	2	
Other	18	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	17	6		
1	21	2	2	
2	26		4	
5	29		2	
6	20	2	2	
Other	28		6	

## 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	29		2	1
1	18	3		
2	23		2	
3	37		1	1
4	23		2	
5	60			1
6	27		1	
Other	28		1	

## 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 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	7753.52	1553.20	6200.32	75413.50
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	8.3	-11.2
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-53.9	-22.6

## Fiscal Year 2023-24 Types of Services Funded

The following are programs/services available at the school that support and assist students:

AMAZON  
 BAY AREA COMMUNITY RESOURCES  
 BAY AREA SCORES  
 DESTINY ARTS CENTER INC  
 DILCIA PALACIOS  
 ELIZABETH BUNDSCHU-MOONEY  
 FIRST STUDENT INC  
 FOLLETT CONTENT SOLUTIONS LLC  
 FOOD MAXX  
 GROWING TOGETHER - BAY AREA INC  
 IMAGINE LEARNING LLC  
 JOSEPH RUIZ

## Fiscal Year 2023-24 Types of Services Funded

JUAN CARLOS ALVARADO  
 KBA DOCUMENT SOLUTIONS, LLC  
 LEARNING A-Z  
 MICHAELS TRANSPORTATION  
 NOAH'S BAGELS  
 OKAPI EDUCATIONAL PUBLISHING INC  
 PANERA BREAD COMPANY  
 READ NATURALLY INC  
 SOULFULLY DOPE KITCHEN  
 SOUTHWEST SCHOOL & OFFICE SUPPLY  
 SUPER ACHIEVEMENT INC  
 TEACHERS PAY TEACHERS  
 TUTORWORKS INC  
 WASHINGTON ELEM PTA  
 WEST CONTRA COSTA PUBLIC EDUCATION

## 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
<b>Beginning Teacher Salary</b>	\$54,486	\$56,573
<b>Mid-Range Teacher Salary</b>	\$85,479	\$87,186
<b>Highest Teacher Salary</b>	\$111,065	\$119,665
<b>Average Principal Salary (Elementary)</b>	\$131,244	\$148,486
<b>Average Principal Salary (Middle)</b>	\$138,034	\$154,835
<b>Average Principal Salary (High)</b>	\$156,078	\$170,008
<b>Superintendent Salary</b>	\$280,908	\$338,699
<b>Percent of Budget for Teacher Salaries</b>	27.28	31.41
<b>Percent of Budget for Administrative Salaries</b>	5.21	4.86

## Professional Development

Professional development (PD) is focused on English Language Arts, Spanish Language Arts, Academic Language Development and Math. All staff are provided monthly opportunities to deepen their knowledge in all areas. Additionally, Washington hosts professional development focused on best practices for Dual Language Immersion programs. Our PD focus is to strengthen the DLI program which will improve academic outcomes for all Washington students.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	30	10	10