

Washington Elementary STEM Magnet 2024–25 School Accountability Report Card Reported Using Data from the 2024–25 School Year

California Department of Education

Address: 1520 North Raymond
Ave.
Pasadena, CA , 91103-
1819

Principal: Reyna Uka, Principal

Phone: (626) 396-5840

Grade P-5
Span:

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <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/>.

About This School

Reyna Uka, Principal

📍 Principal, Washington Elementary STEM Magnet

About Our School



Contact

Washington Elementary STEM Magnet
1520 North Raymond Ave.
Pasadena, CA 91103-1819

Phone: [\(626\) 396-5840](tel:6263965840)

Email: uka.reyna@pusd.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Blanco, Elizabeth
Email Address	blanco.elizabeth@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2025–26)

School Name	Washington Elementary STEM Magnet
Street	1520 North Raymond Ave.
City, State, Zip	Pasadena, CA , 91103-1819
Phone Number	(626) 396-5840
Principal	Reyna Uka, Principal
Email Address	uka.reyna@pusd.us
Website	http://washington.pusd.us
Grade Span	P-5
County-District-School (CDS) Code	19648816119549

School Description and Mission Statement (School Year 2025–26)

Washington Elementary STEM Magnet is a diverse, community-centered school dedicated to providing a rigorous and engaging STEM education for all students. Guided by our mission and vision, we strive to develop responsible, scientifically and technologically literate global citizens through a curriculum that emphasizes critical thinking, communication, collaboration, and creativity. Our students participate in a wide range of programs—including Environmental Studies, GATE, STEM, World Language (Spanish), and Music—that promote academic excellence, cultural awareness, and environmental stewardship. Weekly Environmental Studies Labs, STEM Lab lessons, Math Lab sessions, and access to state-of-the-art technology support hands-on, inquiry-based learning that connects classroom instruction to real-world experiences.

To support the whole child, Washington Elementary offers tutoring, peer mentoring, counseling services, and leadership-building opportunities such as student council and mentorship programs. Students also benefit from enrichment activities including robotics clubs, science fairs, and workshops led by STEM

professionals. Strong family engagement and community partnerships further strengthen our work, with parent workshops and collaborations with local businesses and universities providing additional resources and opportunities. Together, these initiatives help ensure that every student grows in confidence, curiosity, and readiness for future academic and personal success.

Mission Statement

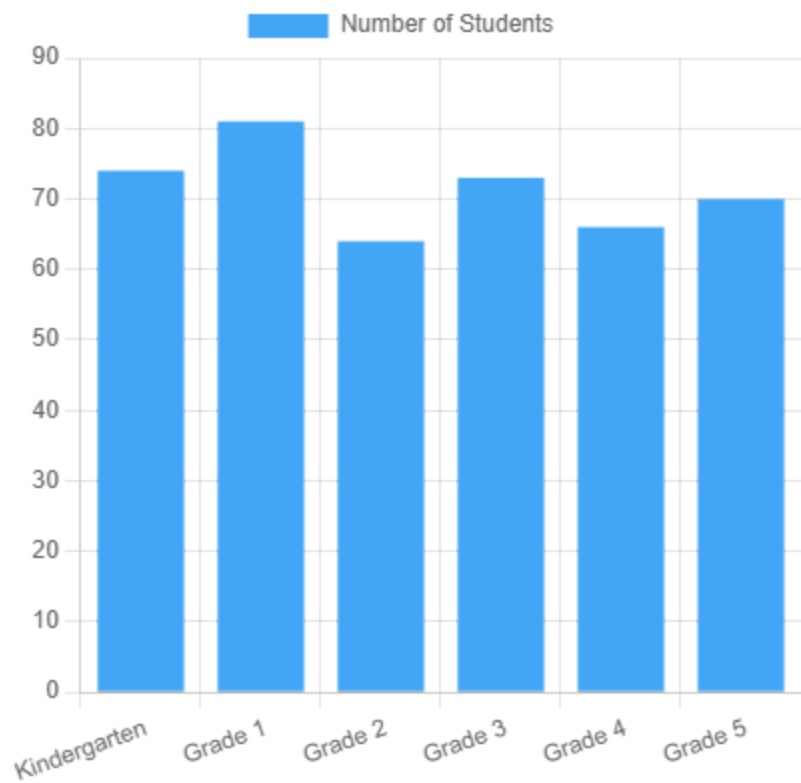
Washington Elementary STEM Magnet provides a rigorous science, technology, engineering, and mathematics-based curriculum that addresses the needs of each student. Our students become responsible, scientifically and technologically-literate global citizens through the development of critical thinking, communication, collaboration, and creative skills. Our students will develop as stewards of the Earth, who understand how global communities are connected through our dependence on and responsibilities to the natural environment and to each other.

Vision Statement

Washington Elementary STEM Magnet will be a culturally diverse school, nationally recognized as an exemplary leader in STEM education for elementary students. We will provide a safe, nurturing, and collaborative learning environment that encourages respect, trust, and academic excellence.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	74
Grade 1	81
Grade 2	64
Grade 3	73
Grade 4	66
Grade 5	70
Total Enrollment	428



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	47.00%	English Learners	32.90%
Male	53.00%	Foster Youth	1.20%
Non-Binary	0.00%	Homeless	4.20%
American Indian or Alaska Native	0.20%	Migrant	0.00%
Asian	1.60%	Socioeconomically Disadvantaged	86.20%
Black or African American	9.60%	Students with Disabilities	18.50%
Filipino	1.20%		
Hispanic or Latino	82.00%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.70%		
White	3.30%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

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)	18.00	85.71%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	9.52%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	4.76%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	21.00	100.00%	763.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	19.80	80.94%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.08%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	3.60	14.94%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	24.50	100.00%	731.40	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	18.00	83.76%	547.50	73.41%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.90	4.61%	13.70	1.85%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.40	11.59%	139.60	18.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	13.50	1.81%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	21.40	100.00%	745.90	100.00%	278927.10	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.

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

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	0.90
Misassignments	2.00	0	1.50
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.00	0	2.40

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

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	1	0.00
Total Out-of-Field Teachers	0.00	1	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.3%	0%	4.10%
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%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heggerty Bridge to Reading student READ book V1 Kinder- Reading Foundations	0
	Heggerty Bridge to Reading student READ book V2 Kinder- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3 Kinder- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1 1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2 1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3 1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1 2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2 2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3 2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1 3rd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2 3rd- Reading Foundations	
	Heggerty Bridge to Reading Oral Reading Foundations 3rd- Reading Foundations	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Fluency (ORF) Heggerty Phonological Awareness ELA Grades 3-5 Into Reading Student myBook softcover ELA Grade K Into Reading Student myBook softcover ELA Grade 1 Into Reading Student myBook softcover ELA Grade 2 Into Reading Student myBook softcover ELA Grade 3 Into Reading Student myBook softcover ELA Grade 4 Into Reading Student myBook softcover ELA Grade 5	
Mathematics	iReady Classroom K Vol 1 (2024) Math K iReady Classroom K Vol 2 (2024) Math K iReady Classroom 1 Vol 1 (2024) Math 1 iReady Classroom 1 Vol 2 (2024) Math 1 iReady Classroom 2 Vol 1 (2024) Math 2 iReady Classroom 2 Vol 2 (2024) Math 2 iReady Classroom 3 Vol 1 (2024) Math 3 iReady Classroom 3 Vol 2 (2024) Math 3 iReady Classroom 4 Vol 1 (2024) Math 4 iReady Classroom 4 Vol 2 (2024) Math 4 iReady Classroom 5 Vol 1 (2024) Math 5 iReady Classroom 5 Vol 2 (2024) Math 5 TCM ENGLISH LANGUAGE Language DEVELOPMENT ~GRADES Power K-5	0
Science	STEMscopes K-5 Science	0
History-Social Science	TCI-ME AND MY WORLD (2016) Kinder Social Studies TCI-MY SCHOOL AND FAMILY (2016) 1st Social Studies TCI-MY COMMUNITY (2016) 2nd Social Studies	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
	TCI-CALIFORNIA'S COMMUNITIES (2016)	3rd Social Studies	
	TCI-CALIFORNIA PROMISE (2016)	4th Social Studies	
	TCI-AMERICA'S PAST (2016)	5th Social Studies	
	TCI-ME AND MY WORLD - Notebook	Kinder Social Studies	
	TCI-MY SCHOOL AND FAMILY - Notebook	1st Social Studies	
	TCI-MY COMMUNITY - Notebook	2nd Social Studies	
	TCI-CALIFORNIA'S COMMUNITIES - Notebook	3rd Social Studies	
	TCI-CALIFORNIA PROMISE - Notebook	4th Social Studies	
	TCI-AMERICA'S PAST - Notebook	5th Social Studies	
Foreign Language	Nuevas Vistas Corso Introduction	DLIP 6th Grade SLA	0
	Nuevas Vistas Corso Uno	DLIP 7th Grade SLA	
	Nuevas Vistas Corso Dos	DLIP 8th Grade SLA	
	me llamo Rigobeta Menchu y asi me nacio la conciencia		
Health			0
Visual and Performing Arts			0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

A scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD 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 to ensure efficient service and that emergency repairs are given the highest priority.

PUSD has adopted cleaning standards for all schools in the District.

The PUSD Facilities Master Plan provides an outline of modernization plans for school sites based upon input from educational partners and identified student needs. More information can be found at: <https://www.pusdplan.org/>

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2025

Overall Rating	Fair
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	25%	32%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	23%	24%	35%	36%	35%	37%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	210	202	96.19%	3.81%	32.18%
Female	85	82	96.47%	3.53%	30.49%
Male	125	120	96.00%	4.00%	33.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	18	85.71%	14.29%	33.33%
Filipino	--	--	--	--	--
Hispanic or Latino	169	165	97.63%	2.37%	29.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	13	12	92.31%	7.69%	50.00%
English Learners	67	67	100.00%	0.00%	4.48%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	143	138	96.50%	3.50%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	50	44	88.00%	12.00%	13.64%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	210	200	95.24%	4.76%	23.50%
Female	85	81	95.29%	4.71%	16.05%
Male	125	119	95.20%	4.80%	28.57%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	18	85.71%	14.29%	27.78%
Filipino	--	--	--	--	--
Hispanic or Latino	169	163	96.45%	3.55%	19.63%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	13	12	92.31%	7.69%	50.00%
English Learners	67	67	100.00%	0.00%	4.48%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	143	136	95.10%	4.90%	25.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	50	44	88.00%	12.00%	11.36%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	17.65%	30.00%	31.97%	31.22%	30.73%	32.52%

Note: 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.

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.

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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	70	95.89%	4.11%	30.00%
Female	40	38	95.00%	5.00%	23.68%
Male	33	32	96.97%	3.03%	37.50%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	61	60	98.36%	1.64%	28.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100.00%	0.00%	4.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	52	50	96.15%	3.85%	34.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	15	88.24%	11.76%	13.33%

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.

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

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	95.9%	93.2%	94.5%	95.9%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2025–26)

Washington Elementary STEM Magnet values the diverse perspectives and contributions of parents in our community as essential to the educational process.

There are a variety of ways that parents can be involved at Washington Elementary STEM Magnet. These include family engagement opportunities such as Back to School Night, parent/teacher conferences, Family Fun Nights, Open House, parent workshops, volunteer opportunities etc)

In addition to these events, the following Parent/Community Councils are also an opportunity for community collaboration:

English Language Advisory Committee (ELAC)

When: Every 1st Tuesday of the month

Time: 8:15 AM

Location: Community Resource Room A115

School Site Council (SSC)

When: Every 3rd Tuesday of the month

Time: 2:30 PM

Location: Community Resource Room A115

African American Parent Council (AAPC)

When: Every 2nd Wednesday of the month

Time: 6:00 PM

Location: Virtual

Parent Teacher Association (PTA)

When: Every 1st Thursday of the month,

Alternating times: 6:00 PM (one month) 2:30 PM (following month)

Location: Community Resource Room A115 or Virtual

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and

- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	471	453	177	39.1%
Female	221	213	86	40.4%
Male	250	240	91	37.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	47	46	29	63.0%
Filipino	--	--	--	--
Hispanic or Latino	374	364	139	38.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	24	20	4	20.0%
English Learners	157	154	49	31.8%
Foster Youth	13	12	10	83.3%
Homeless	27	27	15	55.6%
Socioeconomically Disadvantaged	429	415	166	40.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	101	99	36	36.4%

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.

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

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	2.02%	3.09%	2.12%	3.19%	2.76%	1.96%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.03%	0.01%	0.08%	0.07%	0.06%

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.12%	0.00%
Female	0.45%	0.00%
Male	3.60%	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	2.13%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.41%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.91%	0.00%
Foster Youth	15.38%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.86%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.95%	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.

School Safety Plan (School Year 2025–26)

Washington School is dedicated to playing an active role in the lives of our students. By encouraging them to set ambitious academic and social goals, we aim to inspire a sense of purpose and drive. Our ultimate goal is to empower students to make positive and meaningful contributions to the community.

To support this mission, we offer a wide range of programs designed to foster personal growth, collaboration, and leadership. These programs include:

Peer Mediation and Peace Patrol
Five Acres
Harambee weekly team building activities
Thoughtful Thursday's community support
Girls "Lunch Bunch" groups
Boy's Lunch Bunch" groups
Playful Playground group activities during recess and lunch
Student Council
Conflict Resolution groups
Monthly student participation activities
Character Education
Addition Staff to supervise students and the campus
Behavior RTI Coach to support students and staff
Clinical Social Worker to support Mental Health
Community Assistant and Advocate to provide ongoing student and parent resources and support

Objective:

Washington Elementary STEM Magnet is committed to cultivating a caring and connected school environment where all students feel safe and supported. Our objective is to enhance relationships among students, staff, parents, and diverse community groups, creating a foundation for mutual respect and understanding.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	3	1	0
1	23.00	0	3	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
2	18.00	3	0	0
3	21.00	1	2	0
4	38.00	0	0	9
5	56.00	0	0	9
6	0.00	0	0	0
Other**	12.00	2	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	2	3	0
1	15.00	4	0	0
2	18.00	1	3	0
3	18.00	2	2	0
4	17.00	2	2	0
5	17.00	2	2	0
6	0.00	0	0	0
Other**	0.00	0	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	4		
1	12.00	3	2	
2	15.00	4		
3	18.00	1	3	
4	17.00	3	1	
5	18.00	2	2	
6				
Other**	23.00		1	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
Other**	1.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$101551.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$103743.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

Washington Elementary STEM Magnet offers the following programs and initiatives to support and build student confidence and academic enhancement: Environmental Studies, GATE, STEM, World Language - Spanish, and Music Programs

Environmental Studies Labs are open to all students on a weekly basis and are facilitated by trained teachers. In these labs, students conduct research and develop projects to deepen their understanding of how environmental changes have impacted various cultures.

GATE cluster classes to challenge students academically.

STEM: Students engage in hands-on, inquiry-based learning experiences in science, technology, engineering, and mathematics (STEM). These include weekly visits to our STEM lab, where lessons are led by our dedicated Science Teacher, fostering curiosity and critical thinking. Additionally, students participate in weekly Math Lab sessions designed to deepen their understanding of mathematical concepts through exploration and practical application.

Technology Integration

Access to state-of-the-art laboratories, computers, and technology tools to enhance learning experiences.

Coding, robotics, and engineering design projects to build technical skills.

Tutoring and Academic Support

After-school tutoring and enrichment sessions.

Peer-to-peer mentoring programs to foster collaborative learning.

Enrichment Opportunities

STEM-focused clubs, competitions, and fairs such as robotics competitions, science expos, and coding challenges.

Guest lectures and workshops conducted by STEM professionals.

Social-Emotional and Confidence Building

Counseling services to support emotional well-being and goal setting.

Programs designed to foster leadership and self-confidence, such as student council and mentorship programs.

Parent and Community Involvement

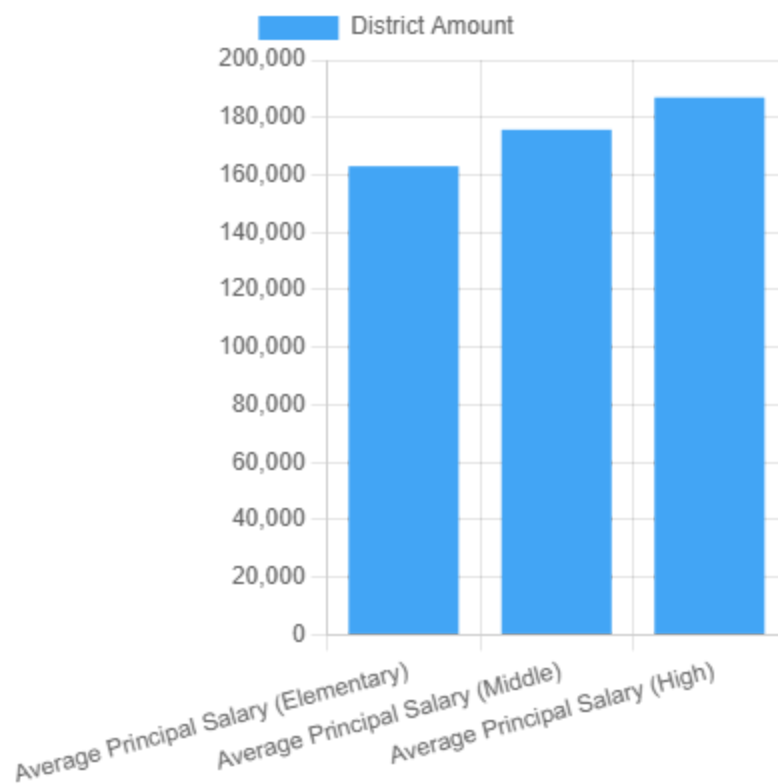
Regular workshops for parents to help them engage in their child's academic journey.

Partnerships with local businesses and universities to provide resources and opportunities.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57464.00	\$62783.30
Mid-Range Teacher Salary	\$85129.00	\$97783.34
Highest Teacher Salary	\$127842.00	\$128020.33
Average Principal Salary (Elementary)	\$163032.00	\$160224.36
Average Principal Salary (Middle)	\$175740.00	\$166991.85
Average Principal Salary (High)	\$186960.00	\$180970.82
Superintendent Salary	\$315257.00	\$313465.36
Percent of Budget for Teacher Salaries	24.07%	30.05%
Percent of Budget for Administrative Salaries	4.93%	5.00%

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



Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement		6	6