

Washington Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

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

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1101
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 School Description and Mission Statement

Washington School is the oldest school in the district. Currently, there are 19 regular education classes and one state preschool class. The staff includes 19 classroom teachers, a resource specialist, a school psychologist, and a speech therapist. The student population is very diverse: 80% Latino, 6% African American, 10% White, 2% Asian, and 2% other or declined to state.

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

2025-26 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 schoolwide 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 an environment that is student-centered, safe, and motivational. 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 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 the academic achievement and character development of all students.

School Mission:
Washington's mission is to foster a bilingual community that celebrates diversity and provides a safe, respectful environment for all. We are dedicated to supporting dual language achievement and creating a welcoming space where everyone feels valued and empowered to succeed.

After School Programs:
Washington School offers a site-based After School Program for students in grades TK - 6. The program provides homework help, tutoring and enrichment activities to program students daily.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	65
Grade 2	61
Grade 3	45
Grade 4	52
Grade 5	46
Grade 6	36
Total Enrollment	385

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.8
Male	45.2
Asian	1
Black or African American	5.5
Filipino	1.3
Hispanic or Latino	77.9
Two or More Races	3.4
White	10.9
English Learners	30.1
Homeless	0.3
Socioeconomically Disadvantaged	56.4
Students with Disabilities	9.6

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.

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)	13	69.74	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	6.71	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4	21.46	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	0.4	2.15	91.2	5.99	15831.9	5.67
Total Teaching Positions	18.6	100	1522.8	100	279044.8	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.

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)	12	78.8	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0.2	1.63	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.52	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	6.52	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	1	6.52	94.3	6.58	14303.8	5.15
Total Teaching Positions	15.3	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	11.2	64.33	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	0.2	1.43	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	17.12	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	17.12	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0	0	67.7	4.84	13705.8	4.91
Total Teaching Positions	17.5	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	1.20	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.20	1	3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	4.00	1	3
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	4.00	1	3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	7.1	21
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	6.2	13

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 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	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	0%
Mathematics	Great Minds, Eureka Math Squared, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	0%
History-Social Science	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	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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 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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				7/29/2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: LIBRARY: 2. DIRTY VENT. 7. FOUR LIGHT PANELS ARE OUT. 10. NO ROOM ID. EVACUATION MAP IS NOT POSTED.
Interior: Interior Surfaces		X		ADMIN: 4. PLASTER IS CHIPPING EXPOSING METAL (NEAR RAMP ENTRY). CEILING TILES HAVE WATER STAINS (HALLWAY). C12: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE IS NOT POSTED) C15: 4. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED) CUSTODIAN: 4. WALL PAPER IS TORN (HALLWAY). GIRLS REST ROOM: 4. MENSTRUAL PRODUCT DISPENSER IS BROKEN. DRAIN GUARD IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING/RUSTED ON ACCESS COVER. (MENSTRUAL NOTICE NOT POSTED). GIRLS REST ROOM: 4. RUBBER MOULDING IS MISSING (HALLWAY). (MENSTRUAL NOTICE NOT POSTED) M129: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS POSTED) M130: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL. M131: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. M132: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 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. M135: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET HAS NO POWER. MPR: 4. HAND RAIL IS MISSING (HALLWAY). 7. TWO LIGHT FIXTURES ARE OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 15. DOOR CLOSER COVER IS MISSING. PARENTS' ROOM: 4. CEILING TILES HAVE WATER STAINS (ALSO IN 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.

School Facility Conditions and Planned Improvements

			11. PAINT IS PEELING ON INTERIOR WALL (ALSO IN HALLWAY). PROJECT ASSISTANT: 4. FLOOR TILES ARE BROKEN AT ENTRY (HALLWAY) STORAGE: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY).
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	C10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED) C11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. C14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL AND DOORFRAME. C15: 4. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED) C17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS POSTED) KINDERGARTEN 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. M129: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS POSTED) M130: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL. M131: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. M132: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11. PAINT IS PEELING ON INTERIOR WALL. M134: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS POSTED) M135: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET HAS NO POWER. MUSIC ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED) OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. PARENTS' ROOM: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). SINK CABINET HANDLE IS BROKEN/LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS

School Facility Conditions and Planned Improvements

			NO FLOW. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (ALSO IN HALLWAY). RSP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. REST ROOM IS USED FOR STORAGE. 9. DRINKING FOUNTAIN HAS NO FLOW. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING. EVACUATION MAP IS NOT POSTED. STORAGE: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. UTILITIES: 5. ROOM IS UNKEPT. WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.
Electrical		X	BOYS REST ROOM: 7. ONE LIGHT PANEL IS OUT. 9. VALVE COVER IS MISSING. COMPUTER LAB: 7. FOUR LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) LIBRARY: 2. DIRTY VENT. 7. FOUR LIGHT PANELS ARE OUT. 10. NO ROOM ID. EVACUATION MAP IS NOT POSTED. M130: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL. M134: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS POSTED) MPR: 4. HAND RAIL IS MISSING (HALLWAY). 7. TWO LIGHT FIXTURES ARE OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 15. DOOR CLOSER COVER IS MISSING. PTA KITCHEN: 7. LIGHT DIFFUSER IS LOOSE. RSP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. REST ROOM IS USED FOR STORAGE. 9. DRINKING FOUNTAIN HAS NO FLOW. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING. EVACUATION MAP IS NOT POSTED. STAFF LOUNGE: 7. TWO LIGHT PANELS ARE OUT. STORAGE: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 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 ADEQUATE) WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	ALL GENDER REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) BOYS REST ROOM: 7. ONE LIGHT PANEL IS OUT. 9. VALVE COVER IS MISSING. C16: 9. SINK BASIN IS RUSTED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED) GIRLS REST ROOM: 9. ONE FAUCET HAS A DRIP. (MENSTRUAL NOTICE NOT ADEQUATE) GIRLS REST ROOM: 4. MENSTRUAL PRODUCT DISPENSER IS BROKEN. DRAIN GUARD IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING/RUSTED ON ACCESS COVER. (MENSTRUAL NOTICE NOT POSTED. M136: 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED) PRESCHOOL: 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON INTERIOR WALL (ALSO IN HALLWAY). RSP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. REST ROOM IS USED FOR STORAGE. 9. DRINKING FOUNTAIN HAS NO FLOW. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING. EVACUATION MAP IS NOT POSTED. 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 ADEQUATE) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) 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 ADEQUATE)
Safety: Fire Safety, Hazardous Materials		X	C11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. C12: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE IS NOT POSTED) C13: 11. PAINT IS PEELING ON INTERIOR WALL. C14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL AND DOORFRAME. C16: 9. SINK BASIN IS RUSTED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON

School Facility Conditions and Planned Improvements

			INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED) C17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS POSTED) COMPUTER LAB: 7. FOUR LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) GIRLS REST ROOM: 4. MENSTRUAL PRODUCT DISPENSER IS BROKEN. DRAIN GUARD 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. (WILLIAMS NOTICE IS NOT POSTED) KINDERGARTEN 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. LIBRARY: 2. DIRTY VENT. 7. FOUR LIGHT PANELS ARE OUT. 10. NO ROOM ID. EVACUATION MAP IS NOT POSTED. M130: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL. M132: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 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. M134: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS POSTED) M136: 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED) MUSIC ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED) OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. PARENTS' ROOM: 4. CEILING TILES HAVE WATER STAINS (ALSO IN 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. 11. PAINT IS PEELING ON INTERIOR WALL (ALSO IN HALLWAY). PRESCHOOL: 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON INTERIOR WALL (ALSO IN HALLWAY). RECORDS: 11. PAINT IS PEELING ON CEILING.
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School Facility Conditions and Planned Improvements

				SPEECH THERAPY: 11. PAINT IS PEELING ON INTERIOR WALL. TK CLASSROOM: 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. FIRE EXTINGUISHER CASE IS BROKEN. (MENSTRUAL NOTICE NOT ADEQUATE)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS POSTED) MPR: 4. HAND RAIL IS MISSING (HALLWAY). 7. TWO LIGHT FIXTURES ARE OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 15. DOOR CLOSER COVER IS MISSING. SERVING: 10. EMERGENCY EXIT SIGN IS NOT FUNCTIONING. 15. RUBBER THRESHOLD IS MISSING.

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 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.						
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	23	33	34	47	48
Mathematics (grades 3-8 and 11)	20	16	23	26	35	37

2024-25 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

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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	182	179	98.35	1.65	22.91
Female	99	99	100.00	0.00	21.21
Male	83	80	96.39	3.61	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	142	97.93	2.07	17.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	60.00
English Learners	52	52	100.00	0.00	1.92
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	134	132	98.51	1.49	15.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	22	88.00	12.00	13.64

2024-25 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	182	180	98.90	1.10	15.64
Female	99	99	100.00	0.00	12.24
Male	83	81	97.59	2.41	19.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	143	98.62	1.38	10.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	50.00
English Learners	52	52	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	134	133	99.25	0.75	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	23	92.00	8.00	13.04

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.42	14.89	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	47	100.00	0.00	14.89
Female	29	29	100.00	0.00	10.34
Male	18	18	100.00	0.00	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	13.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	8.57
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.

2024-25 California Physical Fitness Test Participation Rates					
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	97.9	97.9	97.9	97.9	97.9

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.

2025-26 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 a street 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.

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

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)

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	417	403	87	21.6
Female	229	222	51	23.0
Male	188	181	36	19.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	24	22	4	18.2
Filipino	--	--	--	--
Hispanic or Latino	327	316	71	22.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	2	15.4
White	44	43	10	23.3
English Learners	129	128	32	25.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	280	271	72	26.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	45	13	28.9

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 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
1.15	0.76	2.88	4.81	4.82	4.31	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0	0	0.02	0.01	0.02	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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.88	0.00
Female	1.75	0.00
Male	4.26	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	12.50	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.55	0.00
English Learners	3.10	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.13	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.

2025-26 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.

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 2025. 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.

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	0	0
1	21	2	2	0
2	26	0	4	0
3	0	0	0	0
4	0	0	0	0
5	29	0	2	0
6	20	2	2	0
Other	28	0	6	0

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	22	0	3	0
1	18	3	0	0
2	23	0	2	0
3	25	0	2	0
4	23	0	2	0
5	30	0	1	0
6	27	0	1	0
Other	28	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	2	1	
1	22		3	
2	20	1	2	
3	23		2	
4	26		2	
5	27		1	
6	27		1	
Other	28		1	

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	7471.79	1478.47	5993.33	79153.70
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	8.3	-6.4
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-57.0	-17.8

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE - EPROCUREMENT
 AMAZON (E-PROCUREMENT)
 BAY AREA COMMUNITY RESOURCES, INC
 EAST BAY CENTER FOR PERFORMING ARTS
 FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC
 GOPHER SPORT
 GROWING TOGETHER - BAY AREA INC
 IMAGINE LEARNING LLC
 KBA DOCUMENT SOLUTIONS, LLC
 LUCKY
 MCKIM CO

Fiscal Year 2024-25 Types of Services Funded
MICHAELS TRANSPORTATION READ ALOUD ROCKIN' ROBBIE'S INC. US BANK

Fiscal Year 2023-24 Teacher and Administrative Salaries		
This table displays the 2023-24 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	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	12