

# Washington Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 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).

### 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.



### Maricela Alcalá Franco, Principal

Principal, Washington Elementary

#### About Our School

Welcome to Washington Elementary, Home of the Dragons! As the Principal, I am honored to work with such a dedicated team of educators and families. At Washington Elementary, we strive to provide rigorous academic programs that challenge students to reach beyond their personal expectations, where students are encouraged to take risks and accept new challenges everyday. With the support of our families, community and our partnerships, Washington Elementary provides a well-rounded educational program for our students. Here at Washington, students embody our Dragon traits with pride: Leadership, Persistence, and Collaboration! Our Dragon pledge is to be respectful, responsible and safe in everything they do to exhibit Leadership, Persistence and Collaboration. Our Student Council team members work with the school community to provide opportunities to develop their leadership skills. They also work as a team to encourage peers to develop positive relationships with a focus on Health and Nutrition. Moving forward, I am excited to work with our teachers, community, and partners to build on the Science and Technology as well as College and Career Readiness that is already very present at Washington Elementary! With our school wide focus on academic perseverance, 1:1 device implementation, 21st Century STEAM partnership with the San Jose Tech Museum, and ever increasing use of instructional technology, Washington's goal is to prepare students for 21st Century learning and success. This is just the beginning, and we are looking forward to watching our students grow into innovative thinkers, leaders, and creators of tomorrow. Excellence! Every student! Everyday! Go Dragons!

#### Contact

Washington Elementary  
100 Oak St.  
San Jose, CA 95110-2817

Phone: 408-535-6261  
E-mail: [malcalafranco@sjsud.org](mailto:malcalafranco@sjsud.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	San Jose Unified
<b>Phone Number</b>	(408) 535-6000
<b>Superintendent</b>	Nancy Albarrán
<b>E-mail Address</b>	<a href="mailto:nalbarran@sjusd.org">nalbarran@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org">http://www.sjusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Washington Elementary
<b>Street</b>	100 Oak St.
<b>City, State, Zip</b>	San Jose, Ca, 95110-2817
<b>Phone Number</b>	408-535-6261
<b>Principal</b>	Maricela Alcalá Franco, Principal
<b>E-mail Address</b>	<a href="mailto:malcalafranco@sjusd.org">malcalafranco@sjusd.org</a>
<b>County-District-School (CDS) Code</b>	43696666048748

*Last updated: 1/17/2019*

### School Description and Mission Statement (School Year 2018—19)

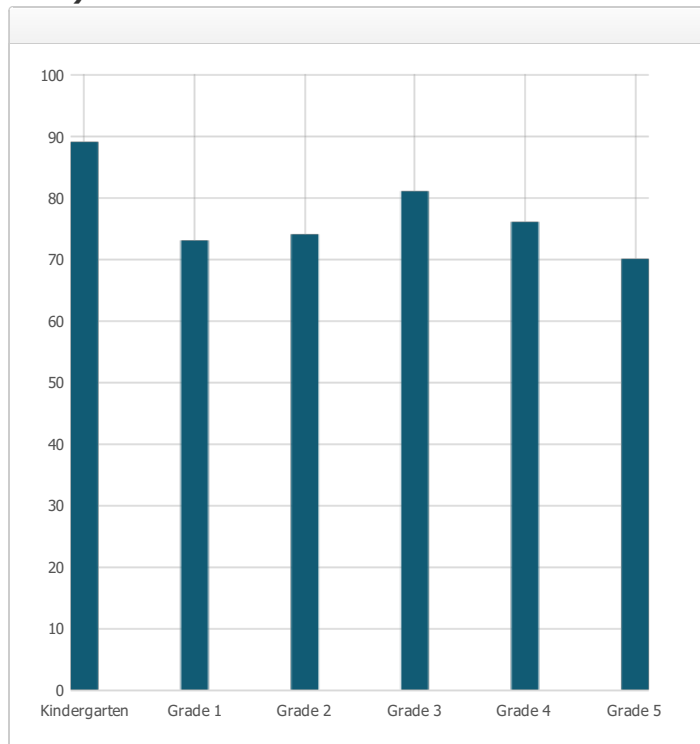
Washington Elementary School is a school community of approximately 480 Tk-5th grade students committed to their Learning, Leadership, Collaboration, and Persistence. The staff and parents are deeply involved in providing a quality education for all children. Washington has great support from the surrounding community partnerships such as Santa Clara University, the San Jose Tech Museum, and the San Jose Rotarians. Children are intellectually challenged as they are given opportunities to develop self-esteem and leadership skills. Staff members collaborate to provide access to the total curriculum for all students through flexible groupings and enrollment in an Academic Language Acquisition (ALA) focused on supporting primary language and/or a Structure English Immersion program.

The mission of the Washington School staff, parents, and students is to work collaboratively toward the achievement of school goals, and its vision. Together they endeavor to create a safe environment, which fosters the development of responsible caring students who are critical thinkers, leaders and creators of tomorrow. We expect our students to be lifelong learners in pursuit of personal excellence, and who can adapt to the challenges of the future.

*Last updated: 1/9/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	89
Grade 1	73
Grade 2	74
Grade 3	81
Grade 4	76
Grade 5	70
<b>Total Enrollment</b>	<b>463</b>



Last updated: 1/17/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.2 %
Asian	1.5 %
Filipino	0.2 %
Hispanic or Latino	95.0 %
Native Hawaiian or Pacific Islander	0.4 %
White	1.5 %
Two or More Races	%
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.8 %
English Learners	70.0 %
Students with Disabilities	12.5 %
Foster Youth	0.6 %

## A. Conditions of Learning

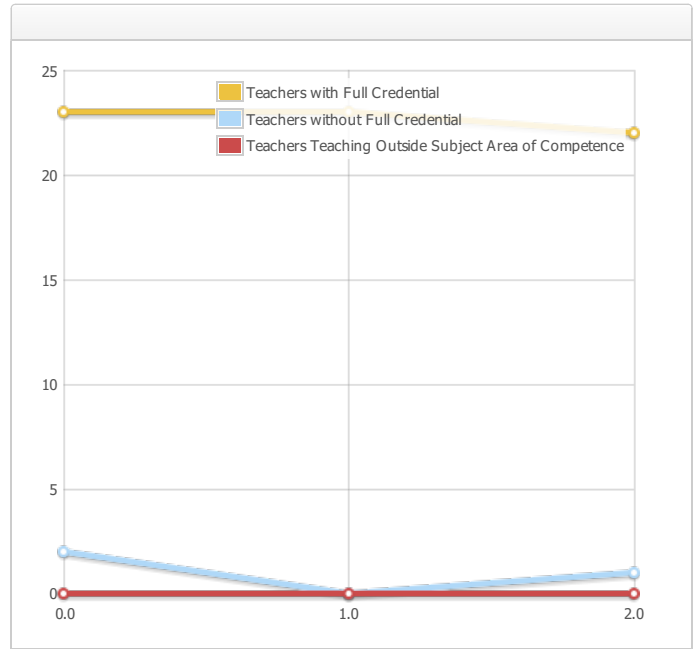
### State Priority: Basic

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

#### Teacher Credentials

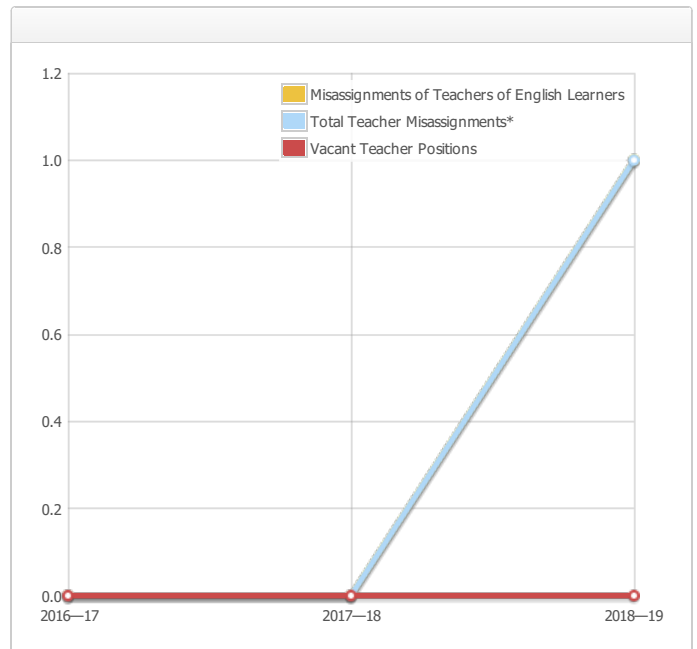
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	23	23	22	1368
Without Full Credential	2	0	1	70
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1298



Last updated: 1/30/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Instructional materials and adoption dates for all content areas can be found at the following link: <a href="#">Instructional Materials</a>		0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/10/2019

## School Facility Conditions and Planned Improvements

Washington Elementary School is over 115 years old. A new main building was constructed in 1974 and a two-story structure ("G-Wing,") housing nine additional classrooms was completed in 1999. Renovation of the site began in the summer of 2002 and was completed in the summer of 2006. An artificial field was installed in 2007. Six portables were added to meet QEIA requirement in 2008. Installation of solar panels at Washington was completed in early 2018 and the campus is currently undergoing a renovation of the playground. The entire blacktop surface to the school was re-surfaced with asphalt during the summer of 2018 as well. Our campus is regularly maintained. We have a custodian on a daily basis assigned to our school, a night crew that supports a clean and safe campus during the evenings, and a grounds crew that maintains Washington's curve appeal intact.

*Last updated: 1/13/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Washington Elementary School is over 115 years old. A new main building was constructed in 1974 and a two-story structure ("G-Wing,") housing nine additional classrooms was completed in 1999. Renovation of the site began in the summer of 2002 and was completed in the summer of 2006. An artificial field was installed in 2007. Six portables were added to meet QEIA requirement in 2008. Installation of solar panels at Washington was completed in early 2018 and the campus is currently undergoing a renovation of the playground. The entire blacktop surface to the school was re-surfaced with asphalt during the summer of 2018 as well. Our campus is regularly maintained. We have a custodian on a daily basis assigned to our school, a night crew that supports a clean and safe campus during the evenings, and a grounds crew that maintains Washington's curve appeal intact.
<b>Interior:</b> Interior Surfaces	Good	Regular maintenance and painting is consistently scheduled and completed every summer to ensure interior surfaces are repaired, cleaned and painted as needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Our campus is regularly maintained. We have a custodian on a daily basis assigned to our school, a night crew that supports a clean and safe campus during the evenings, and a grounds crew that maintains Washington's curve appeal intact. Our last vermin control inspection and treatment was conducted by San Jose Unified Dec of 2018. Our school is inspected at a minimum of twice a year and treated as needed.
<b>Electrical:</b> Electrical	Good	All electrical units are good condition and regularly maintained by SJUSD.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Our campus is regularly maintained. We have a custodian on a daily basis assigned to our school, a night crew that supports a clean and safe campus during the evenings.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Our last inspection conducted by the San Jose Fire Marshall was the Fall 2018. Our school is inspected twice a year every year.
<b>Structural:</b> Structural Damage, Roofs	Good	Washington Elementary School is over 115 years old. A new main building was constructed in 1974 and a two-story structure ("G-Wing,") housing nine additional classrooms was completed in 1999. Renovation of the site began in the summer of 2002 and was completed in the summer of 2006.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	An artificial field was installed in 2007. Six portables were added to meet QEIA requirement in 2008. Installation of solar panels at Washington was completed in early 2018 and the campus is currently undergoing a renovation of the playground. The entire blacktop surface to the school was re-surfaced with asphalt during the summer of 2018 as well. Our campus is regularly maintained. We have a custodian on a daily basis assigned to our school, a night crew that supports a clean and safe campus during the evenings, and a grounds crew that maintains Washington's curve appeal intact.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Exemplary
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*Last updated: 1/9/2019*

## 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, which 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); and
- 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 Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	35.0%	53.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	30.0%	30.0%	42.0%	43.0%	37.0%	38.0%

Note: Percentages are not calculated 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.

Note: 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.

*Last updated: 1/17/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	236	230	97.46%	34.78%
Male	118	114	96.61%	35.96%
Female	118	116	98.31%	33.62%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	223	221	99.10%	34.84%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	223	217	97.31%	34.10%
English Learners	192	189	98.44%	33.86%
Students with Disabilities	36	35	97.22%	8.57%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

*Last updated: 1/17/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	236	233	98.73%	29.61%
Male	118	117	99.15%	35.04%
Female	118	116	98.31%	24.14%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	223	222	99.55%	30.18%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	223	220	98.65%	29.55%
English Learners	194	192	98.97%	28.65%
Students with Disabilities	36	35	97.22%	5.71%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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.

Note: 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.

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.

*Last updated: 1/17/2019*

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

*Last updated: 1/17/2019*

## Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/17/2019*

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	8.7%	18.8%	20.3%

Note: Percentages are not calculated 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.

Last updated: 1/30/2019

## 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018—19)

Our Washington Elementary School Parents are welcomed and encouraged to become active partners. There are many opportunities for parents to participate. They are active participants in the School Site Council and English Language Advisory Councils. The Parent Teacher Association holds weekly meetings and provides additional support and funding for various academic programs, annual school activities, fundraisers and provides each teacher with funds for their classroom, science and fieldtrips. Parents share their expertise and talents and volunteer their services in the classrooms, on field trips, trained to help in the cafeteria, in the library, and with enrichment activities. A parent/s representative and a parent liaison are available to respond to parent questions as part of the Weekly Principal's meetings with our parents. Starting in the Spring of 2019 grade level monthly Principal meetings will be held as well as evening Parent Informational meetings. If you are interested in parental involvement opportunities, please contact the principal at the school: Maricela Alcalá at 408-535-6261

# State Priority: Pupil Engagement

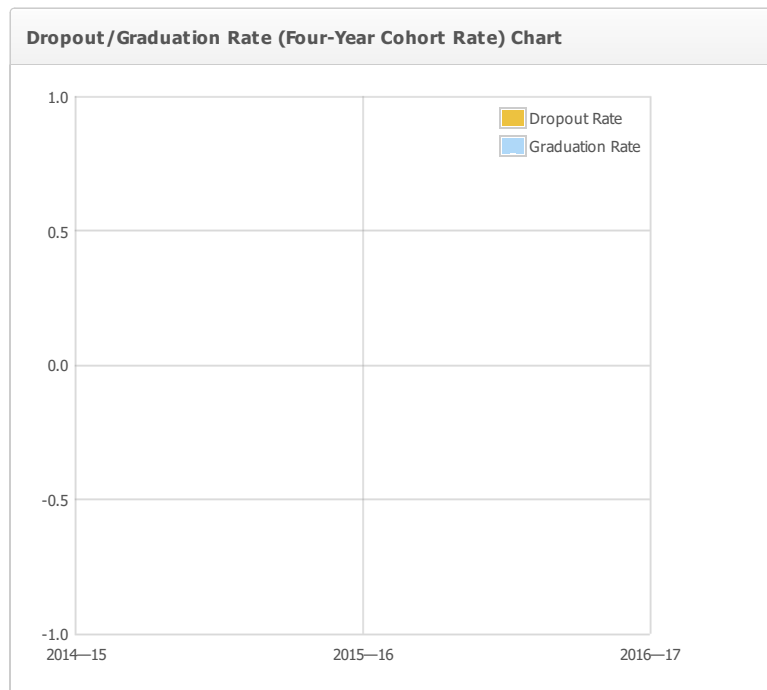
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	7.7%	6.4%	10.7%	9.7%
Graduation Rate	--	--	85.4%	87.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.2%	9.1%
Graduation Rate	--	89.5%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/17/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

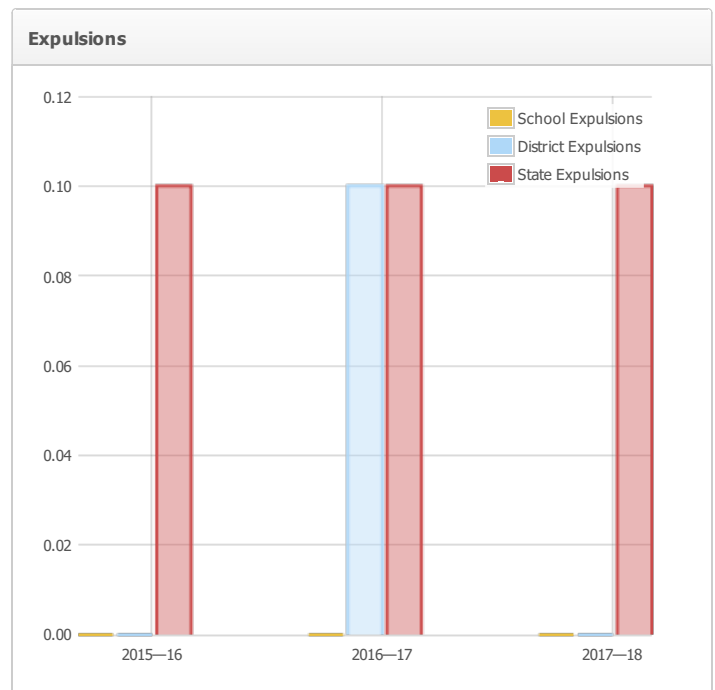
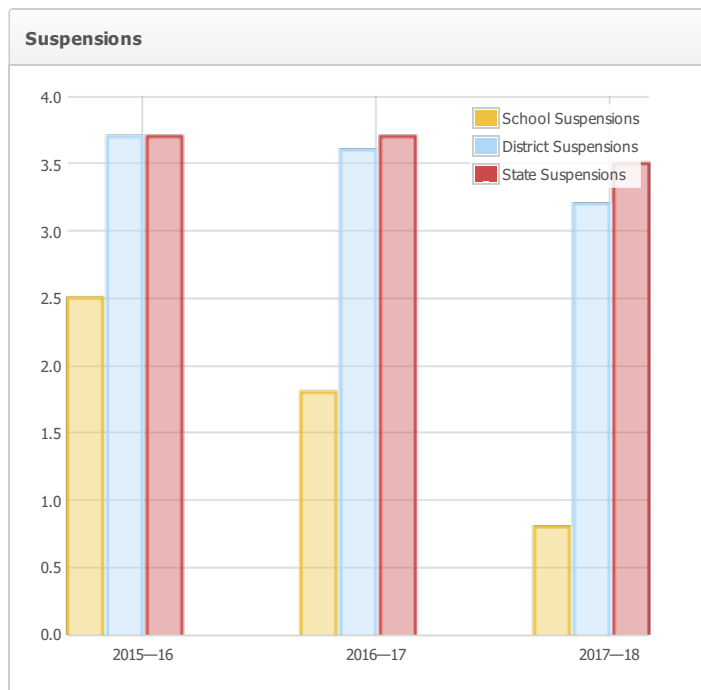
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.5%	1.8%	0.8%	3.7%	3.6%	3.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/17/2019

## School Safety Plan (School Year 2018—19)

At Washington Elementary safety is a priority. Our plan is updated at least once a year in August. Our staff is trained in August of every year with monthly drills highlighting different scenarios. Our last revision is dated Tuesday, Jan 2019. Our plan includes a one page at your fingertips review of first steps to take to ensure help is on its way. It is then followed by 35 pages of who is responsible for what and what to do in a comprehensive list of scenarios. The Site Emergency Plan highlights an Emergency Response Plan, a Map of Washington, Plot Plans to identify all the necessary posts and responsibilities, District Responsibilities, Site Organization During a Declared Emergency, Command Post Duties and Personnel, Organization of Instructional Staff During a Declared Emergency, Off-Site Assembly Area Evacuation Map, Response to Specific Emergencies, Site Emergency Team Roster and Responsibilities, Location of Emergency Supplies and Equipment, and a copy of the Washington Staff Roster.

Last updated: 1/9/2019

## 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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		4	
1	30.0		2	
2	28.0		3	
3	27.0		3	
4	27.0		3	
5	22.0	1	3	
6				
Other**				

\* 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		4	
1	26.0		3	
2	28.0		3	
3	25.0		3	
4	23.0		3	
5	22.0		3	
6				
Other**	15.0	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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	2	2	
1	24.0		3	
2	25.0		3	
3	27.0		3	
4	29.0		2	
5	21.0	2	3	
6				
Other**				

\* 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.

Last updated: 1/17/2019



**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/17/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.3	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.3	N/A
Social Worker	0.1	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	N/A

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

\*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.

*Last updated: 1/17/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$13126.5	\$3195.2	\$9931.3	\$78272.2
District	N/A	N/A	\$8863.8	\$75422.0
Percent Difference – School Site and District	N/A	N/A	12.0%	3.5%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	39.4%	-3.1%

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

*Last updated: 12/11/2018*

## Types of Services Funded (Fiscal Year 2017—18)

**Special Ed** Washington Elementary's Student Study Team (SST/COST) is comprised of a counselor, health clerk, principal, school psychologist, speech therapist, RSP teacher and Intervention teachers. Student progress is monitored at weekly meetings. Supplemental services include: daily intervention groups in reading by certificated teachers and instructional aides, SES services (Tutorworks) and CORAL (Catholic Charities after school program)-- and before and after school library access to adaptive learning programs (Lexia, iStation, and DreamBox) for students.

**English Language Learners** Washington employs 18 ALA (Academic Language Acquisition) instructors, who offer instruction in primary language. The ELD program provides second language learners with leveled instruction in English, based upon CELDT scores. The remaining classes incorporate the Structured English Immersion program, which supports English language development with instructional practices and activities for all English Language Learners.

**Students with disabilities** A part-time Resource Specialist who works with students who qualify for Special Education Services. A full-time speech therapist provides services for all children who qualify for speech services. A school psychologist provides testing services once a week. After-school programs. Several before, after-school, and Saturday programs operate at Washington: CORAL, Nobili Project, Collaborative Community Project, and Tuesday Family Reading Campaign.

**Tutoring** Students who score at the Basic level of the CPAA may qualify for small group tutoring with classroom teachers before or after school. An intervention specialist may work with students in reading or math during school hours.

**After School Programs** Several before, after-school, and Saturday programs operate at Washington, including C.O.R.A.L. (Catholic Charities: serves struggling Students), Nobili Project (Santa Clara University: focuses on enrichment opportunities for Proficient and Advanced students), Collaborative Community Project (Community Volunteers support Struggling Primary students in literacy), Tuesday Family Reading Campaign (Parent Volunteers work with all interested parents and students).

*Last updated: 1/9/2019*

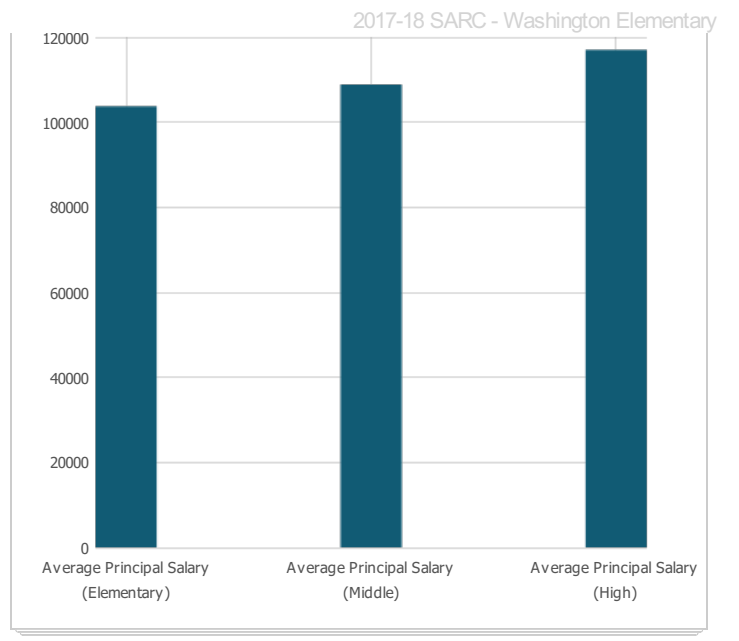
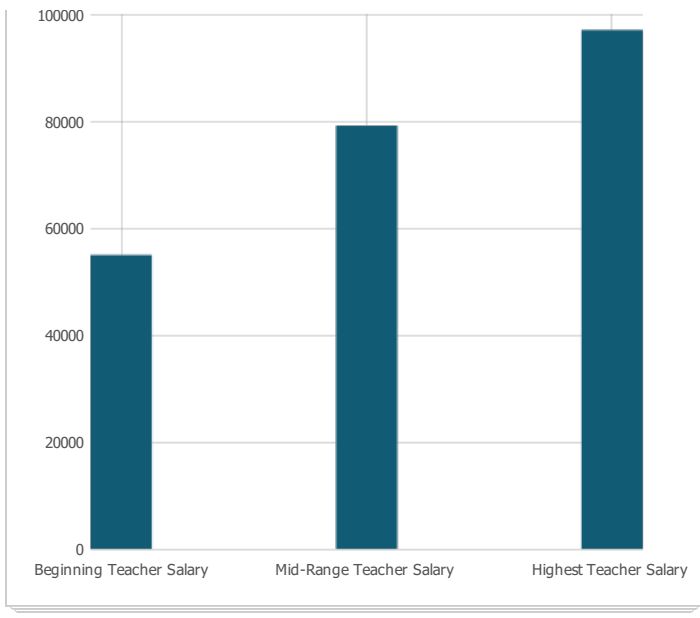
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,958	\$47,903
Mid-Range Teacher Salary	\$79,132	\$74,481
Highest Teacher Salary	\$97,032	\$98,269
Average Principal Salary (Elementary)	\$103,741	\$123,495
Average Principal Salary (Middle)	\$108,855	\$129,482
Average Principal Salary (High)	\$117,012	\$142,414
Superintendent Salary	\$263,799	\$271,429
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

### Teacher Salary Chart

### Principal Salary Chart



*Last updated: 1/17/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/17/2019*

**Professional Development**

Washington provides ample opportunities for professional development for our staff. All of our professional development is aligned to our district instructional initiatives. The major areas of focus for Washington Elementary include Early Literacy, ELD, and Social Studies. The areas of focus were identified using State Measure such as SBACC and local measures such as CPAA and our district created and district wide implemented Writing Proficiency Assessments. Our Early Literacy teachers received a week-long training in June to start off the 18-19 academic year in August. Our 3-5th grade teachers have participated in Social Studies PD through the lens of ELD. The entire staff has received professional development in best practices for designated and integrated ELD instruction. Our staff also continues to receive professional development on the implementation of CCSS in math and ELA. We also have an instructional coach for 1 week a month that engages in coaching cycles with all of our staff.

*Last updated: 1/10/2019*