

George Washington Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	George Washington Elementary
Street	251 Whittier St .
City, State, Zip	Daly City, CA 94014 - 1337
Phone Number	(650) 991-1236
Principal	Rochelle Pimentel - Yuen, Principal
Email Address	ryuen@jeffersonesd.org
Website	www.jsd.k12.ca.us/GWashington
County-District-School (CDS) Code	41689166043822

Entity	Contact Information
District Name	Jefferson Elementary
Phone Number	(650) 991-1000
Superintendent	Bernardo Vidales
Email Address	bvidales@jeffersonesd.org
Website	https://www.jsd.k12.ca.us/

School Description and Mission Statement (School Year 2019-20)

George Washington Elementary is a K-5 school located in Daly City. It is part of the Jefferson Elementary School District and has an enrollment of approximately 320 students. All of our teachers are fully credentialed and are teaching within their subject area of competence. Our school serves an ethnically diverse community that is reflected by our students, over 70 percent of whom come from homes where English is not the first language. Our ultimate goal at George Washington is to help each student become a productive member of our school community and society at large.

Our school receives special funding from the federal government to assist in the development of reading and/or math skills for qualifying students through in our Title I program. We also receive a significant amount of funding in Local Control Funding Formula. A certificated teacher pulls small groups of English language learner students from kindergarten to fifth grade and assists them in English language development during Targeted Instructional Groups. We are also able to better support our students with a full time counselor. GW has hired a Garden Science teacher who works with students Monday through Thursday in our outdoor garden. Our after school program, ASES, includes a variety of structured activities (dance, STEM activities, science workshops, etc.).

All children can learn and deserve the highest quality education. George Washington Elementary School is a collaborative community of learners where teachers, students, families, and the community grow and facilitate each child's journey to reach his or her potential and to become a life long-learner and thinker.

The SARC is available on the district website at www.jsd.k12.ca.us and can be made available in hard copy upon request. Please contact the school at 650-991-1236 for information about the SARC.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	46
Grade 1	44
Grade 2	48
Grade 3	62
Grade 4	56
Grade 5	57
Total Enrollment	313

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.3
Asian	23.3
Filipino	24.9
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	1
White	1.9
Two or More Races	2.2
Socioeconomically Disadvantaged	65.8
English Learners	66.1
Students with Disabilities	12.1
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	16	14	
Without Full Credential	2	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Scott Foresman Reading Street (K-5) and Language Central (K-5 ELD) ©2010, Pearson-Prentice Hall California Literature and Language (6th grade) and Reality Central (6th grade ELD)– State Approved, Board Adopted in 2010	Yes	0%
Mathematics	State Approved Bridges (TK-5th grade) published by The Math Learning Center (Board Adopted April 2018)	Yes	0%
Science	MacMillan/McGraw Hill: California Science (K-6)- State Approved, Board Adopted in 2007	Yes	0%
History-Social Science	Scott Foresman: History/Social Studies for California (K-5) and TCI History Alive (6th grade)- State Approved, Board Adopted in 2006	Yes	0%
Health	Puberty Talk (5th grade) published by Health Connected (Board Adopted March 2017)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School cleanliness standards are enforced district wide. Inspections are conducted routinely. The district maintenance crew assures that all graffiti, broken windows and other types of vandalism are repaired immediately. Our school custodians and principal inspect the yard and buildings every day to ensure safety and cleanliness. Several years ago voters approved a 52 million-dollar bond to renovate district schools. A portion of these funds have gone toward upgrading our school's bathrooms, electrical wiring, Internet accessibility and will go to other building and ground improvements.

Data reported are the determination of good repair as documented in a completed Facilities Inspection Tool (FIT) conducted every year. The most recent inspection was conducted in August 2018. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

The school district has installed solar panels on the George Washington campus in the summer of 2014.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

Year and month of the most recent FIT report:

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

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	32	49	48	50	50
Mathematics (grades 3-8 and 11)	36	31	36	37	38	39

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	162	97.59	2.41	32.10
Male	85	84	98.82	1.18	28.57
Female	81	78	96.30	3.70	35.90
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	37.14
Filipino	39	39	100.00	0.00	48.72
Hispanic or Latino	81	77	95.06	4.94	22.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	116	112	96.55	3.45	25.89
English Learners	123	119	96.75	3.25	31.09
Students with Disabilities	13	13	100.00	0.00	15.38
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	166	100.00	0.00	30.72
Male	85	85	100.00	0.00	34.12
Female	81	81	100.00	0.00	27.16
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	57.14
Filipino	39	39	100.00	0.00	30.77
Hispanic or Latino	81	81	100.00	0.00	20.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	116	116	100.00	0.00	25.86
English Learners	123	123	100.00	0.00	30.08
Students with Disabilities	13	13	100.00	0.00	7.69
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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	9.1	40.0	41.8

Note: 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.

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 2019-20)

Parent support and involvement are strongly encouraged at our school. Parents participate in an active School Site Council, English Language Advisory Committee, and PTA. Our PTA supports the school in many ways including providing financial support for field trips and associated transportation costs, assemblies and activities throughout the school year. The school district provides opportunities for parent training through workshops. The PTA sponsors Family Fun Nights and/or Math/Science Nights as well as weekend Garden Work Days. Parents are encouraged to become active in various volunteer opportunities throughout the school year.

For more information about how to become involved, please contact the school at 650-991-1236.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.2	2.0	0.9	2.1	1.9	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety is a high priority at George Washington. We conduct monthly fire (evacuation) drills, quarterly earthquake (drop, cover, and hold on) drills, and biannual lockdown/barricade drills. The Daly City Fire Department conducts school assemblies every October to educate students about fire safety. Our school maintains a safety plan, which is updated annually, that includes information about all aspects of safety. A copy of the plan is available in the school office, along with a binder that holds information about our ongoing program of chemical substance supervision consistent with State law. This is overseen by the JESD Director of Maintenance and Operation. There is a district facilitator who oversees the Disaster Preparedness Plan for the district. The district maintains disaster supplies and equipment at all sites, including walkie-talkies with calling out capabilities. The school also has invested in additional walkie-talkies for key staff members, first aid supplies, N95 masks for students and staff and a wheelchair. We have food and water for 3 days for all students and staff, as well as first aid and emergency supplies.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	1	2		18	3			22		2	
1	21		3		23		2		22		2	
2	17	3			20	2	1		22		2	
3	25		2		25		2		20	2	1	
4	31		2		24		2		27		2	
5	26		3		22	1	2		20	1	2	
Other**	9	2			10	1			10	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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	313.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12152	\$3510	\$8643	\$70850

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$8673	\$77,468.00
Percent Difference - School Site and District	N/A	N/A	-0.3	-8.9
State	N/A	N/A	\$7,507.00	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	14.1	-15.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

George Washington offers extra assistance to students who are new to the English Language through our Targeted Instructional Group program. Supplemental and Concentration funds are used to hire a certificated teacher who pull groups of students and work with them at their ELPAC level. This same

George Washington is proud to be able to offer extra assistance to our struggling students in 1st through 5th grades during our Universal Access time. A fully credentialed teacher meets small groups of students (or supervises the class while a small group of students meets with the classroom teacher) during UA to support them at their level. This position is also funded through our Supplemental and Concentration Grant funds.

We are also fortunate to be able to help fund a full time school counselor. Jefferson Elementary School District currently funds a half time counselor for each elementary school site. The George Washington community has decided to fund the other half, in order to ensure a full time counselor at our school site. Our school counselor helps to deliver programs such as Restorative Justice and Second Step lessons. She also does classroom presentations on Digital Citizenship. In addition, she meets with students individually and in small groups to best address their behavioral, social, and academic needs.

This school year, 2017-2018, the community of George Washington has also committed to supporting and expanding our program with Leap: Arts in Education. This school year will be able to provide a 12 week course for each grade level, kindergarten to fifth grade. The classes will either be music, dance, art or architecture depending on the grade level.

The 2017-2018 school year was George Washington's second year collaborating with Playworks to improve our recess structure. Using our Supplemental and Concentration Grant funds, we are able to hire a part-time Playworks coach. She helps to supervise all recesses and conduct class game time.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,645	\$45,741
Mid-Range Teacher Salary	\$75,080	\$81,840
Highest Teacher Salary	\$100,494	\$102,065
Average Principal Salary (Elementary)	\$136,572	\$129,221
Average Principal Salary (Middle)	\$142,640	\$132,874

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$225,773	\$224,581
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Jefferson Elementary School District coordinates staff development opportunities for certificated and classified staff. During this past year, staff received training through multiple training sessions conducted in the areas of English Language Arts, math, English Language Development, math, PBIS, first aid training, SEL and self-care. In-service opportunities are conducted during the District's Institute Days in August, October, January and March of each school year. The District also maintains a Beginning Teachers staff development program that provides intensive in-classroom assistance to new teachers. Additional PD opportunities based on specific staff needs are provided by the school site during faculty meetings covering a variety of topics including technology integration, computer based applications and program training, Kimochis (an SEL program) training, PBIS and MTSS procedural training.