

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	Washington Elementary
Street	2760 Jane Street
City, State, Zip	Riverside, CA 92506-4301
Phone Number	(951) 788-7305
Principal	Michele Lenertz
Email Address	mlenertz@rusd.k12.ca.us
Website	www.rusdlink.org/Domain/36
County-District-School (CDS) Code	33-67215-6032783

Entity	Contact Information
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	www.rusd.k12.ca.us

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

Our mission is to educate the whole child to succeed in a global society. To this end, every child will be provided with quality instructional experiences that recognize, support and maintain high expectations for all students.

Washington Elementary is one of the district's seven schools that has both an English Language Instructional program as well as a Dual Language Immersion program for Spanish and English. In addition, Washington is known for its commitment to the arts with art lessons for all classrooms, a band program for fifth through sixth and a strings program at fourth through sixth grades.

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

Grade Level	Number of Students
Kindergarten	148
Grade 1	109
Grade 2	131
Grade 3	112
Grade 4	133
Grade 5	113
Grade 6	130
Total Enrollment	876

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.1
Asian	1.6
Filipino	0.6
Hispanic or Latino	75.9
White	17.5
Two or More Races	1.7
Socioeconomically Disadvantaged	63.2
English Learners	28.9
Students with Disabilities	9.1
Foster Youth	0.1
Homeless	5.9

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	39	41	38	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	38

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	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.

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

Year and month in which data were collected: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 9.7 Acres
Year Constructed: 1963
Last modernized: 2006
20 Permanent Classrooms
20 Portable Classrooms
1 Portable Restroom
Completely Air Conditioned
Library/Multi-Purpose Room
Cafeteria/Auditorium

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Washington has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

of Work Orders = 406
Labor Hours = 1324.35
Assessed Value of Work = \$59340.23

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: 12/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	WASB-5 (Restroom): 2: (D) Problems with the HVAC system exist. Exhaust fan not operational. Girls restroom. 4: (D) Walls have damage from cracks, tears, holes or water damage. Girls restroom.
Interior: Interior Surfaces	Good	WASB-1 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose WASB-5 (Restroom): 2: (D) Problems with the HVAC system exist. Exhaust fan not operational. Girls restroom.

		<p>4: (D) Walls have damage from cracks, tears, holes or water damage. Girls restroom.</p> <p>WASC-4 (Classroom):</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage</p> <p>Drywall needs to be patched and painted near the D.F. and sink.</p> <p>WASE-3 (Classroom):</p> <p>4: (D) Ceiling tiles missing, damaged or loose</p> <p>Replace ceiling tile with missing corners.</p> <p>WASE-7 (Restroom):</p> <p>4: (D) Wall tiles are missing, damaged, or loose</p> <p>Missing tile near entry way. missing tile is on west wall</p> <p>WASL-19 (Administration):</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage</p> <p>(D) Ceiling tiles are stained</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>(D) lighting fixture or bulbs are not working or missing</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	<p>WASA-3 (Classroom):</p> <p>5: Room smells of urine.</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>9: (D) Sink/fountain is not working</p> <p>WASB-4 (Classroom):</p> <p>6: spiders in closet.</p> <p>WASC-6 (Utility):</p> <p>5: (D) Cluttered classroom or storerooms</p> <p>WASF-1 (Multi Purpose Room):</p> <p>6: (D) Evidence of cockroaches</p> <p>WASF-12 (Utility):</p> <p>6: (D) Evidence of cockroaches</p> <p>WASF-6 (Kitchen):</p> <p>6: (D) Evidence of cockroaches</p>
Electrical: Electrical	Good	<p>WASA-2 (Classroom):</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>WASA-3 (Classroom):</p> <p>5: Room smells of urine.</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>9: (D) Sink/fountain is not working</p> <p>WASA-4 (Classroom):</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>WASB-3 (Classroom):</p>

		<p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>WASL-19 (Administration):</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage</p> <p>(D) Ceiling tiles are stained</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>(D) lighting fixture or bulbs are not working or missing</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	<p>WASA-3 (Classroom):</p> <p>5: Room smells of urine.</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>9: (D) Sink/fountain is not working</p> <p>WASA-5 (Restroom):</p> <p>8: (D) Toilet/urinal/sink is not working</p> <p>WASE-2 (Classroom):</p> <p>9: (D) Sink/fountain is not working</p> <p>Rebuild drinking fountain.(Needs new washer)</p> <p>WASE-4 (Classroom):</p> <p>9: (D) Water pressure too high or low</p> <p>Adjust water flow to D.F.</p>
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	<p>WASD-3 (Classroom):</p> <p>12: Walk way in front of D3. Concrete is lifting. Tripping hazard.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	<p>WASGR-KPLAYYARD (Play Yard):</p> <p>14: (D) Significant cracks, trip hazards, holes or deterioration</p>
Overall Rating	Good	

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)	44	45	49	51	50	50
Mathematics (grades 3-8 and 11)	36	38	35	36	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	476	473	99.37	0.63	44.61
Male	237	235	99.16	0.84	38.30
Female	239	238	99.58	0.42	50.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	365	363	99.45	0.55	39.39
Native Hawaiian or Pacific Islander					
White	80	80	100.00	0.00	65.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	302	299	99.01	0.99	33.44
English Learners	168	166	98.81	1.19	31.33
Students with Disabilities	42	41	97.62	2.38	12.20
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65	4.35	31.82

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	476	474	99.58	0.42	38.12
Male	237	235	99.16	0.84	35.45
Female	239	239	100.00	0.00	40.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	365	364	99.73	0.27	32.17
Native Hawaiian or Pacific Islander					
White	80	80	100.00	0.00	60.81
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	302	300	99.34	0.66	29.93
English Learners	168	167	99.40	0.60	26.54
Students with Disabilities	42	40	95.24	4.76	10.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	19.05

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	19.1	21.7	21.7

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)

Washington believes that parent involvement and collaboration is an essential component to the success of our students. Parents are encouraged to take an active role and be involved in their child's education through a variety of opportunities. Among them are:

- School Site Council Meetings
- Coffee with the Principal
- English Learner Advisory Committee Meetings
- Dual Language Immersion Advocacy Group
- CEDAC Representatives
- DELAC Representatives
- GATE Representatives
- PTA
- Parent/Teacher Conferences
- Parent Training Nights in math, Reading and technology
- Regular contact with the teachers via phone, email, or communication logs
- Phone calls, notes sent home, social media, and text messaging
- Back To School Night
- Open House
- Classroom Parent Volunteers
- Field Trip Chaperones
- Science Camp Chaperones
- Monthly Friday Flag Ceremonies and Awards Ceremonies
- Spring Carnival
- Lunch on the Lawn
- Band Concerts
- Choir Concert

Please contact the principal, Mrs. Michele Lenertz, at (951) 788-7305 for parent involvement opportunities and information.

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	1.3	0.7	1.8	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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	25		6		20	1	6		21	1	6	
1	24		4		25		5		22		5	
2	25		5		18	1	4		20	1	5	
3	26		4		24		6		23		5	
4	27		4		28		4		26	1	1	3
5	30		3		27		4		27		4	
6	26	2	3	2	25	1	4		22	2	2	2
Other**	11	1			6	1			9	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*	.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)	
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3

*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	7351.64	1438.84	5912.79	84591.27
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-11.7	-9.7
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-1.7	3.5

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)

Washington Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$127,669 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$124,020.00 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791
Average Principal Salary (Elementary)	\$133,086	\$125,830
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$303,086	\$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	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	38	39	40

Professional Development opportunities are offered to the teachers throughout the school year in 2017-18. Training opportunities are aligned with the goals outlined by the district and school site plan. Teachers at Washington have had the opportunity to attend the following sessions. Throughout the year, many staff members participated in other voluntary activities sponsored by the school, district, or through special projects that were appropriate for their individual needs and growth. Staff received training in the following areas:

AVID— 3 days (12 teachers)

- Math 2— days (10 teachers)
- Foss Science – 3 days (5 teachers)
- TK Science 1 day (1 teacher)
- READ 180— 1 day (2 teachers)
- Autism— 3 day (4 teachers)
- Restorative Practices— 2 days (10 teachers)
- K-2 Institute— 5 days (5 teachers)
- Dual Language Instruction 4 days (18 teachers)
- Math Conference— 2 days (7 teachers)
- DIBELS— 1 day (6 teachers)
- Advanced Phonics – 1 day (2 teachers)
- SDC— 2 days (1 teacher)
- Technology Training - 2 days (35 teachers)
- TK training - 3 days (1 teacher)
- Thinking Maps training - 5 days (2 teachers), 3 days (1 admin)

Professional Development opportunities are offered to the teachers throughout the school year in 2018-19. Training opportunities are aligned with the goals outlined by the district and school site plan. Teachers at Washington have had the opportunity to attend the following sessions. Throughout the year, many staff members participated in other voluntary activities sponsored by the school, district, or through special projects that were appropriate for their individual needs and growth. Staff received training in the following areas:

*AVID— 3 days (12 teachers)

- Math 2— days (10 teachers)
- Foss Science – 2 days (1 teacher)
- Autism— 3 day (4 teachers)
- Restorative Practices— 2 days (3 teachers)
- K-2 Institute— 2 days (5 teacher)
- Math Conference— 2 days (7 teachers)
- DIBELS— (6 teachers) 1 days
- Advanced Phonics – 1 day (2 teachers)

- SDC– 2 days (1 teacher)
- TK training - 3 days (1 teacher)

- *Writing training - 3 days (1 teacher)
- *Math training - 3 days (34 teachers)
- *Writing Analysis 3 days (30 teachers)
- *AVID - 3 days (10 teachers)
- *Danielson Training - 2 days (35 teachers)
- *New Teacher Support - 6 days (3 teachers)

Professional Development opportunities are offered to the teachers throughout the school year in 2019-2020. Training opportunities are aligned with the goals outlined by the district and school site plan. Teachers at Washington have had the opportunity to attend the following sessions. Throughout the year, many staff members participated in other voluntary activities sponsored by the school, district, or through special projects that were appropriate for their individual needs and growth. Staff had opportunities to participate in the following trainings:

- Gateway training - 2 days (4 teachers)
- Mathematics/ language arts analysis/planning - 3 day (35 teachers)
- Danielson training to improve instructional practices - 2 days (35 teachers)
- PRO-Act Training Special Education - 3 days (5 teachers)
- Training CAASPP performance tasks - 1 day (18 teachers)

- *Equity Training - 2 days (10 teachers)
- *ELD training - 1 day (35 teachers)
- *Writing Training - 3 days (35 teachers)
- *Writing analysis days - 3 days (35 teachers)
- *ELA curriculum adoption training - 2 days (18 teachers)
 - TK training - 3 days (1 teacher)
 - SDC– 2 days (2 teachers)

- *Wonderworks training - 1 day (1 teacher)
- *Intervention training - 1 day (2 teachers)
- *SST training - 1 day (2 teachers)
- *504 training - 1 day (1 teacher)