



Washington Elementary School

300 N. San Marino Ave • San Gabriel, CA 91775 • (626) 282-3926 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



San Gabriel Unified School District

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Washington School Mission Statement:

The mission of Washington Elementary School, in partnership with parents and community, is compulsory learning for all students, implemented by a standards-based curriculum in order to:

- Ensure that every child is empowered with meaningful, lifelong skills in academic, physical, and social endeavors.
- Provide high quality instruction.
- Maintain a learning atmosphere that encourages honesty, kindness, mutual respect, and an appreciation of cultural diversity.
- Welcome parent involvement and input in all areas of the school program.

Principal's Message:

Washington Elementary School, located in the heart of San Gabriel approximately ten miles east of Los Angeles, is representative of the diverse ethnic and economic population of Southern California. Having first opened our doors in 1888, Washington School is the oldest public elementary school in the San Gabriel Valley. We are exceedingly proud of our rich historical background, of our diverse student population, of our ongoing educational excellence and of the exemplary, positive partnership that exists between our school and the community we serve.

The Washington teachers and staff, in partnership with our parents, is committed to providing an enriching educational program each day that is differentiated and designed to meet the individual needs of all students. With a diverse student population of 464 students in grades TK through fifth grade, our staff works diligently to ensure that every student learns the essential skills and standards set by the state of California. We consistently evaluate our effectiveness, using a variety of assessment data to guide our instructional decisions and approaches. We also identify goals and growth targets annually at the site level, by grade and by individual teacher. Parent and community support is an essential element supporting the success of our programs at Washington. We pride ourselves in strong home school communication with monthly newsletters, and a school website, all of which are regularly updated. We have an extremely active PTA and School Site Council that meet regularly and actively support numerous activities and programs that benefit all students. We are proud of our accomplishments. The state recognized us as one of a small percentage of schools in the state that is eligible to apply for the prestigious California Distinguished School Award. In the Spring of 2004, Washington School was recognized as a California Distinguished School and also honored with the California Title I Achieving School Award. Washington has also been selected as a California Honor Roll School for the past several years. These awards come as a result of the ongoing efforts of our staff and the positive partnership between our school and our community. Our school has Positive Behavioral Interventions and Supports (PBIS) to help students feel supported with our schools' behavior expectations. Teachers and staff reward students in a positive forum by "catching students being good" as students earn Way Tickets to "purchase" incentives and rewards.

Extracurricular and Enrichment Activities:

Washington Elementary students have numerous extracurricular and enrichment opportunities. After school enrichment activities through the school include Robotics and tutoring classes. San Gabriel Community Services Department offers a free after school homework help and recreation program 5 days a week for grades 2-5. In addition, we have several organizations that provide fee-based after school enrichment activities including Asian Youth Center, Chess Masters, and After-School technology/coding.

Within our School Accountability Report Card (SARC), you will find school statistics, assessment data, significant academic growth, as well as a description of opportunities supporting success for all. We hope you find it to be helpful in learning more about Washington School.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	74
Grade 2	55
Grade 3	72
Grade 4	77
Grade 5	84
Total Enrollment	487

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	48
Filipino	2.3
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.4
White	3.1
Two or More Races	2.7
Socioeconomically Disadvantaged	53
English Learners	20.9
Students with Disabilities	6.2
Foster Youth	0.2
Homeless	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 for Washington	17-18	18-19	19-20
With Full Credential	20	21	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Gabriel Unified	17-18	18-19	19-20
With Full Credential	♦	♦	245
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Washington Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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.

Types of Services Funded

- Common Core Implementation
- Special Education
- GATE
- Local Control Funding Formula Supplemental and Concentration Programs

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.

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

The school district held a public hearing on September 11, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment 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 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.

The table displays information collected in October 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill Wonders, adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Macmillian McGraw-Hill, My Math, adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman History/Social Studies K-3 Houghton Mifflin History/Social Studies 4-5 Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Washington Elementary School was originally constructed in 1938. Situated on 6.95 acres, the campus is currently comprised of 21 classrooms, a cafeteria, a library, a computer lab, a staff lounge, and two playgrounds. Washington Elementary School was fully modernized in 1994 which included adding air conditioning and heat in all classrooms, handicap accessibility to restrooms, and new doors and hardware. Site work completed 2006 included the removal of a 90,000 square foot section of asphalt. A new 25,000 square foot grass play field was then installed with irrigation. New playground equipment with matting was also installed. During the 2013 school year, a new kindergarten building and a kindergarten playground with equipment were installed. The relocation of administration offices and the construction of new library and computer lab were also completed. The chart illustrates the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

Cleaning Process

Washington Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Gabriel Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following: Roofing, Plumbing, Heating, Air conditioning, Electrical systems, Floor systems, and Interior or exterior painting.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November, 2019

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

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	67	70	58	60	50	50
Math	58	67	44	49	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.1	27.7	10.8

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	230	99.14	70.00
Male	124	123	99.19	66.67
Female	108	107	99.07	73.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	114	113	99.12	84.07
Filipino	--	--	--	--
Hispanic or Latino	95	94	98.95	52.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	137	136	99.27	58.09
English Learners	88	88	100.00	69.32
Students with Disabilities	19	18	94.74	38.89
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	231	99.57	67.10
Male	124	124	100.00	65.32
Female	108	107	99.07	69.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	114	114	100.00	83.33
Filipino	--	--	--	--
Hispanic or Latino	95	94	98.95	47.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	137	136	99.27	60.29
English Learners	88	88	100.00	67.05
Students with Disabilities	19	18	94.74	27.78
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.

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)

Parents and the community are very supportive of the educational program at Washington Elementary School. Washington parents are encouraged to be partners in their child's educational journey. Parents engage in School Site Council (SSC) and the English Learner Advisory Committee (ELAC) and work together to develop and monitor the school's growth and continuous improvement. Numerous programs and activities are enriched by the generous contributions made by the Parent Teacher Association, San Gabriel Educational Foundation, local police and fire departments, and various local restaurants. Parents can get involved as volunteers in class and on field trips as well as with PTA opportunities such as Fall Fest, Holiday Shopping, Holiday Family Night, Spirit and Pride Assemblies, and school dances to name a few.

Contact Information

Parents who wish to participate in Washington Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (626) 282-3926. The school's website (<http://www.washington.sgusd.k12.ca.us/home.aspx>) and Twitter (@WashingtonSGab) also provides a variety of resources and helpful information for parents, students, and the community.

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.

School Safety Plan

The safety of students and staff is a primary concern of Washington Elementary School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers, paid yard duties and school administrators.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, with updates occurring every February. Any revisions made to the plan are reviewed immediately with the staff.

Key elements of the Safety Plan focus on the following:

- Disaster response procedures
- School-wide dress code
- Child abuse reporting procedures
- Bullying components
- Sexual harassment policy
- Teacher notification of dangerous pupils procedures
- Safe ingress and egress of pupils, parents, and school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held on a rotating basis.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	0.2	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.1	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	487.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	.7

* 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.

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	20	3			23	1	4		21	2	4	
1	21		4		20	2	1		25		3	
2	25		3		27		3		28		2	
3	30		3		27		3		24		3	
4	31		3		27		3		26		3	
5	29		3		32		2	1	28		3	
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers are also provided site based professional development once a month during collaboration release days. Areas of focus are determined by the current year's student and teacher needs. Staff development day topics included reviewing testing data and differentiated instruction. For additional support in their profession, teachers may enlist the services of the district's instructional coaches and new teachers participate in the Induction program.

Professional Development is afforded to staff in the following, but not limited to, areas:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Positive Behavior Intervention Support (PBIS) program
- Design Base Learning (DBL)
- Google Classroom and technology implementation
- Creating and Maintaining Effective Environments for Student Learning
- School-wide safety procedures
- iReady program
- Special Education teaching strategies
- Planning Instruction and Designing Learning Experiences for All Students
- Individual developing as a Professional Educator
- DBL, Technology Implementation, Trauma Informed Care, Writing, Mindfulness, Student Connectedness, and Inclusive Classrooms.
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development day topics included reviewing testing data and differentiated instruction. For additional support in their profession, teachers may enlist the services of the district's instructional coaches and new teachers participate in the Induction program.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,252	\$49,084
Mid-Range Teacher Salary	\$74,562	\$76,091
Highest Teacher Salary	\$92,119	\$95,728
Average Principal Salary (ES)	\$121,737	\$118,990
Average Principal Salary (MS)	\$132,996	\$125,674
Average Principal Salary (HS)	\$132,318	\$137,589
Superintendent Salary	\$230,592	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6241.36	582.59	5658.77	76505
District	N/A	N/A	6199.07	\$77,895.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.1	5.1
School Site/ State	-15.0	2.7

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.