Washington Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Washington Elementary
Street	910 West Anahurst Pl.
City, State, Zip	Santa Ana, CA 92707
Phone Number	(714) 445-5100
Principal	Steve Bayouk
Email Address	steve.bayouk@sausd.us
School Website	https://solo.to/washingtonsausd
County-District-School (CDS) Code	30-66670-6030431

2023-24 District Contact Information

District Name	Santa Ana Unified School District
Phone Number	714-558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
District Website	www.sausd.us

2023-24 School Description and Mission Statement

Washington Elementary School, part of the Santa Ana Unified School District, is a vibrant learning community catering to grades TK-5 and serving over 500 students. With a dedicated team of 25 certificated classroom teachers, our school is committed to providing a nurturing and inclusive environment that promotes academic growth and holistic development.

Our diverse student body, comprising 96% Hispanic students, reflects the cultural richness of our community. Notably, 48% of our students are designated as Limited English Proficient (LEP). Additionally, 88% of our students benefit from free or reduced breakfast and lunch programs, ensuring access to nutritious meals, while 27% are students with special needs. Washington Elementary School remains steadfast in its commitment to fostering a supportive community where every student can thrive and reach their full potential.

VISION
We believe that all students will learn and achieve to their highest potential through an equitable education that focuses on rigorous standards and a research-based instructional program that can be accessed at school as well as home. Our highly trained and dedicated staff is committed to engaging all students in a meaningful and personalized instructional program that integrates literacy across all curricular areas, while facilitating high-level critical thinking skills. Our school functions as a healthy, safe and secure center for learning, where we promote and communicate opportunities for all to work together in a positive climate. Through the use of AVID strategies, our students will develop into lifelong, responsible learners who are well prepared to face the challenges of a technological and diverse society in the twenty-first century. We will work collaboratively and comprehensively with staff, parents, and the community to prepare students for college, career, and citizenship.

MISSION
Our mission is to raise student academic achievement, while addressing the social-emotional, educational, and language needs of all students through standards-based instruction, and assessment-driven planning. In collaboration with our parents and school community, we prepare all students to become life-long learners, who will demonstrate knowledge, skills, and values necessary to become productive citizens..

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	79
Grade 2	90
Grade 3	85
Grade 4	95
Grade 5	103
Total Enrollment	559

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6%
Male	54.4%
Asian	0.9%
Black or African American	1.1%
Hispanic or Latino	96.6%
Native Hawaiian or Pacific Islander	0.2%
White	1.1%
English Learners	51.5%
Foster Youth	1.1%
Homeless	51.5%
Socioeconomically Disadvantaged	89.4%
Students with Disabilities	23.4%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	96.43	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown	1.00	3.57	177.80	9.16	18854.30	6.86
Total Teaching Positions	28.00	100.00	1942.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.00	94.32	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.22	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	23.50	1.15	11953.10	4.28
Unknown	1.50	5.42	127.30	6.20	15831.90	5.67
Total Teaching Positions	27.60	100.00	2053.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. On September 26, 2023, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 23/24-3534, which certifies as required by Education Code §60119 that for the 2023-2024 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year and month in which the data were collected	September 26, 2023

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, *Math Expressions*	K-5
Language Arts		
2018	Benchmark Education Company, *Benchmark Advance*	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, *Benchmark Adelante*	TK-5
Science(s)		
2019	District Created Materials, Various	TK-5
Social Science		
2023	TCI, *Social Studies Alive!*	K-5

School Facility Conditions and Planned Improvements

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

Year and month of the most recent FIT report	7/13/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		RM 128: PATCH WALL BY CLASSROOM DOOR -WO #114544 SINK FAUCET NO PRESSURE -WO #114542 RM 130: PATCH WALL BY CLASSROOM DOOR -WO #114544 EXIT SIGN LIGHT OUT -WO #114541 RM 131: CLOCK DOES NOT WORK -WO #114543 EXIT SIGN LIGHT OUT -WO #114541 RM 132: SINK FAUCET NO PRESSURE -WO #114542 PATCH WALL BY SINK -WO #114544 EXIT SIGN LIGHT OUT -WO #114541 RM 133: CLOCK IS OFF -WO #114543 EXIT SIGN LIGHT OUT -WO #114541

			RM 134: NEED HOLES PATCHED BY SINK -WO #114544 EXIT SIGN LIGHT OUT -WO #114541 RM 135: CLOCK DOES NOT WORK -WO #114543 RM 136: NEED HOLES PATCHED BY SINK -WO #114544 EXIT SIGN LIGHT OUT -WO #114541
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		:
Electrical		X	BOYS RR & MEN RR: HALLWAY LIGHT IS OUT -WO #114541 OFFICE BETWEEN RM 214 & 215: REPLACE BALLAST -WO #114541 OFFICE BETWEEN RM 222 & 223: REPLACE BALLAST -WO #114541 RM 123: EXIT SIGN LIGHT OUT -WO #114541 RM 124: EXIT SIGN LIGHT OUT & REPLACE BALLAST -WO #114541 RM 125: EXIT SIGN LIGHT OUT -WO #114541 RM 126: EXIT SIGN LIGHT OUT -WO #114541 RM 127: EXIT SIGN LIGHT OUT -WO #114541 RM 130: PATCH WALL BY CLASSROOM DOOR -WO #114544 EXIT SIGN LIGHT OUT -WO #114541 RM 131: CLOCK DOES NOT WORK -WO #114543 EXIT SIGN LIGHT OUT -WO #114541 RM 132: SINK FAUCET NO PRESSURE -WO #114542 PATCH WALL BY SINK -WO #114544 EXIT SIGN LIGHT OUT -WO #114541 RM 133: CLOCK IS OFF -WO #114543 EXIT SIGN LIGHT OUT -WO #114541 RM 134: NEED HOLES PATCHED BY SINK -WO #114544 EXIT SIGN LIGHT OUT -WO #114541 RM 136: NEED HOLES PATCHED BY SINK -WO #114544 EXIT SIGN LIGHT OUT -WO #114541 RM 216: REPLACE BALLAST -WO #114541 RM 227: REPLACE BALLAST -WO #114541 RM 229: REPLACE BALLAST -WO #114541
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		BOYS RR BY RM 8: NO WATER PRESSURE IN THE RIGHT SINK -WO #114542 BOYS RR UPSTAIRS: MIDDLE SINK LEAKING -WO #114542 GIRLS RR DOWNSTAIRS: LOOSE FAUCET -WO #114542 RM 122: SINK FAUCET NOT WORKING -WO #114542 RM 128: PATCH WALL BY CLASSROOM DOOR -WO #114544 SINK FAUCET NO PRESSURE -WO #114542 RM 129: SINK FAUCET NO PRESSURE -WO #114542 RM 132: SINK FAUCET NO PRESSURE -WO #114542 PATCH WALL BY SINK -WO #114544 EXIT SIGN LIGHT OUT -WO #114541
Safety: Fire Safety, Hazardous Materials	X		
Structural:	X		

School Facility Conditions and Planned Improvements

Structural Damage, Roofs			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	27	31	32	47	46
Mathematics (grades 3-8 and 11)	19	21	19	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus 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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	276	97.18	2.82	27.17
Female	130	125	96.15	3.85	30.40
Male	154	151	98.05	1.95	24.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	279	272	97.49	2.51	27.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	128	121	94.53	5.47	8.26
Foster Youth	0	0	0	0	0
Homeless	165	165	100.00	0.00	26.06
Military	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	261	258	98.85	1.15	27.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	63	95.45	4.55	9.52

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	280	98.59	1.41	21.43
Female	130	129	99.23	0.77	19.38
Male	154	151	98.05	1.95	23.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	279	276	98.92	1.08	21.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	128	125	97.66	2.34	5.60
Foster Youth	0	0	0	0	0
Homeless	165	165	100.00	0.00	20.00
Military	13	13	100.00	0.00	30.77
Socioeconomically Disadvantaged	261	258	98.85	1.15	21.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	63	95.45	4.55	9.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.61	13.59	15.30	16.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	106	99.07	0.93	13.21
Female	49	49	100.00	0.00	14.29
Male	58	57	98.28	1.72	12.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	105	104	99.05	0.95	13.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	46	45	97.83	2.17	4.44
Foster Youth	0	0	0	0	0
Homeless	61	61	100.00	0.00	14.75
Military	--	--	--	--	--
Socioeconomically Disadvantaged	101	100	99.01	0.99	13.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	12.50

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.2	93.2	94.2	93.2	95.1

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to get involved in Washington Elementary School's learning community by volunteering their time, attending school events, participating in parent trainings/classes, and sharing in the decision-making process. The school welcomes parents to assist in classrooms, library, attend field trips, and attend special events.

Washington Elementary School provides a wide range of opportunities for parents to interact with school staff to help parents support their children's academic efforts; these may include:
- Family Night Events
- Washington Cafe
- FACE Events & Programming
- Math/STEM/Literacy Events
- Back to School Night
- Open House
- Student performances
- Fundraisers
- Music/choir and/or theater performances
- Sports events
- Promotion activities
- Monthly parent meetings, including virtual meetings
- Student recognition assemblies
- Parent education training and workshops such as Poder, Disciplina Positiva, Padres Unidos, and Financial Literacy
- Parent/Teacher Conferences
- SST/IEP Meetings
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Community School Advisory Committee

2023-24 Opportunities for Parental Involvement

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:
- School Site Council
- English Language Advisory Council
- Community School Advisory Committee

Parents seeking more information about becoming an active member in the school community may contact our Family & Community Liaison, at 714-445-5100.

School-to-home communication is provided in the parent's preferred language. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:
- ParentSquare Messaging System
- School Website
- Flyers
- Letters
- School Marquee/Banners
- Social Media (Facebook, Instagram, X (formerly Twitter), Threads,Tik Tok, Snapchat or YouTube) @WashingtonSAUSD

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	600	584	180	30.8
Female	277	268	79	29.5
Male	323	316	101	32.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	2	40.0
Black or African American	7	7	7	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	576	562	166	29.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	7	7	3	42.9
English Learners	316	305	73	23.9
Foster Youth	12	9	4	44.4
Homeless	321	314	98	31.2
Socioeconomically Disadvantaged	538	529	167	31.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	163	160	66	41.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.44	2.33	0.02	3.55	4.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.33	0
Female	0.72	0
Male	3.72	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.43	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.53	0
Foster Youth	0	0
Homeless	2.18	0
Socioeconomically Disadvantaged	2.23	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.23	0

2023-24 School Safety Plan

Safety Plan Approval Date: Feb. 28, 2023

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

D. Other SARC Information | Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	3	1
1	22	1	3	
2	29		4	
3	27		4	
4	25		4	
5	28		3	
Other	8	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	7	2	1
1	10	8		
2	11	7	1	
3	11	6	4	
4	17	2	4	
5	12	4	4	
Other	6	5		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	5	1	1
1	14	2	3	0
2	17	3	2	0
3	16	5	0	0
4	15	2	4	0
5	25	2	2	2
6	0	0	0	0
Other	8	4	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	279.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,677	$4,902	$8,775	$119,443
District	N/A	N/A	$8,610	$98,288
Percent Difference - School Site and District	N/A	N/A	-24.1	9.3
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	2.4	24.4

Fiscal Year 2022-23 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) Program
- AVID-OCDE Destination Graduation
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- COPS Office School Violence Prevention Program
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- Elementary and Secondary School Emergency Relief Fund III
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Head Start
- ITQ Improving Tchr Qlty UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- SB117 COVID-19 LEA Response Funds
- Special Ed: ARP IDEA Part B
- Special Education

Fiscal Year 2022-23 Types of Services Funded

- Supplementary Prgs-Specialized Secondary
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$63,168	$55,550
Mid-Range Teacher Salary	$94,508	$80,703
Highest Teacher Salary	$122,396	$109,418
Average Principal Salary (Elementary)	$155,452	$137,703
Average Principal Salary (Middle)	$152,508	$143,760
Average Principal Salary (High)	$167,818	$159,021
Superintendent Salary	$350,000	$319,443
Percent of Budget for Teacher Salaries	34.87%	30.35%
Percent of Budget for Administrative Salaries	4.04%	4.87%

Professional Development

The most recent three school years (2020– 2021, 2021–2022, 2022-23), were dedicated to teachers and staff in the development and continuous professional growth to help them improve instruction.

Teachers and staff include:
- All classroom teachers;
- New teachers (e.g., Beginning Teacher Support and Assessment [BTSA]);
- Non-classroom teachers;
- National Board Certified Teachers;
- Teachers experiencing difficulty/in need of improvement (e.g., Peer Assistance and Review);
- Paraprofessionals (e.g., instructional aides, teacher assistants); and
- Non-instructional support staff (e.g., clerical, custodial)

1) The first five duty days for teachers when school began, were dedicated to professional development and getting ready to return to the classroom and prepare instruction for the new school year. Staff were given professional development in many areas including but not limited to: New Technology, Curriculum, Human Resources, Safety. Some professional development was offered Asynchronously through the districts GoPD online system and some were offered via in-person Synchronous Meetings. (5 days total)

2) After looking at school-wide assessment results in ELA for SBAC, MAP, and ELPAC, Full Day Data Analysis by Grade Levels 1st-5th is implemented. Grade level teams meet together during the instructional day for 1 full day each team (5 days total) to dig deep into their grade level data (including looking at results of EL and SPED subgroups) and discuss/plan instructional practices that will increase student success. These days are supported by administration and a District Instructional Coach in the form of guidance/leading the grade level discussion.

3) After the full day Data Analysis PD, Full Day Lesson Studies by Grade Levels 2nd-5th. Grade level teams meet together during the instructional day for 1 full day each team (4 days total) to study the new Benchmark Advance ELA/ELD curriculum and design/plan effective instructional lessons that will support all students, including EL and SPED subgroups. Teachers are supported during these full day sessions by administration and Instructional Coach.

4) Based on Washington's yearly number of students qualifying for the GATE program and to improve our implementation of GATE instructional strategies, selected classroom teachers attended the 1 day GATE Conference.

5) Based on individual class data, teachers participate in-class coaching 1-2 hour sessions over a series of 20 instructional days, to increase their knowledge/skills in the areas of: Classroom Management and Curriculum Implementation for ELA and Math. Teachers are supported through mentoring by District ELA Curriculum Specialists and Washington's Instructional Coach. (10 Partial Days)

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20