



# Washington Elementary School

2300 Martin Luther King Jr. Way • Berkeley, CA 94704 • (510) 644-6310 • Grades K-5

Katia Hazen, Principal

[katiahazen@berkeley.net](mailto:katiahazen@berkeley.net)

<https://www.washington.berkeleypta.org/>

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



### Berkeley Unified School District

2020 Bonar Street

Berkeley, CA 94702

(510) 644-8764

[www.berkeleyschools.net](http://www.berkeleyschools.net)

#### District Governing Board

Judy Appel

**President**

Ty Alper

**Vice President**

Ka'Dijah Brown

**Director/Clerk**

Julie Sinai

**Director**

Beatriz Leyva-Cutler

**Director**

Estella Hemp

**Student Director, BHS**

Edwin Castro-Romero

**Student Director, BTA**

#### District Administration

Brent Stephens, Ed.D.

**Superintendent**

Brent Stephens, Ed.D.

**Superintendent**

Bajé Thiara

**Associate Superintendent**

**Education Services**

Pauline Follansbee

**Assistant Superintendent**

**Business Services**

Samantha Tobias-Espinosa

**Assistant Superintendent**

**Human Resources**

### School Description

#### Principal's Message

We are proud to present our annual School Accountability Report Card for the 2019-20 year. We publish this report every year to share important facts about our school with the public we serve. It is our goal to present a clear picture of our students' academic achievements as well as the facts about our teachers and support staff who help make learning possible. In this report, you will find information about our teachers, students, test scores, resources, and finances. Many qualities contribute to making a public school successful, and no single report can fully describe them all. We've done our best to present a wide range of facts, and, when possible, we feature this data alongside data for other schools at the same grade level in the district and state. We believe that viewing the facts about our school compared to other schools in the district and state provides the most insight.

To provide insight into our school's learning environment, we share facts about our students, and the education and experience level of our teachers. You'll also find estimates of how well prepared our teachers are. At the end of the report, we shed some light on our district's spending – including how much we spend per student compared to the district as a whole and the state. Open communication between our school and our public is something we value highly, and it's a responsibility we take seriously. We hope this report will generate a dialogue between members of our community and school leadership. We invite you to join us in this discussion. To get involved at our school, please contact our school office.

Katia Hazen

Principal

## 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	128
Grade 1	65
Grade 2	84
Grade 3	78
Grade 4	64
Grade 5	82
<b>Total Enrollment</b>	<b>501</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	13
American Indian or Alaska Native	0.2
Asian	9.8
Filipino	0.8
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	0.2
White	43.7
Two or More Races	15.4
Socioeconomically Disadvantaged	28.7
English Learners	13.2
Students with Disabilities	9.4
Foster Youth	0.4
Homeless	2

## 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	28	34	33
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Berkeley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	778
Without Full Credential	♦	♦	16
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	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

#### Textbooks and Instructional Materials

Year and month in which data were collected: December 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Teachers College Reading and Writing Project Adopted 2011, Fast Track Phonics Adopted 2018 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	A Story of Units (Eureka Math) Adopted 2013 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	History Social Science for California (Scott Foresman) Adopted in 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

#### School Facility Conditions and Planned Improvements (Most Recent Year)

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: April 30, 2019

#### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems
<b>Interior:</b> Interior Surfaces	Good	No apparent problems
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems
<b>Electrical:</b> Electrical	Good	No apparent problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	No apparent problems
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No apparent problems

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	No apparent problems
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems
<b>Overall Rating</b>	<b>Good</b>	No apparent problems

## 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	64	65	64	65	50	50
Math	62	67	57	60	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	8.6	21.0	56.8

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	224	203	90.63	64.53
Male	113	100	88.50	58.00
Female	111	103	92.79	70.87
Black or African American	28	27	96.43	29.63
Asian	22	15	68.18	20.00
Hispanic or Latino	36	35	97.22	54.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	109	99	90.83	79.80
Two or More Races	28	26	92.86	84.62
Socioeconomically Disadvantaged	59	52	88.14	26.92
English Learners	36	24	66.67	16.67
Students with Disabilities	34	27	79.41	25.93
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**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	224	207	92.41	67.15
Male	113	102	90.27	67.65
Female	111	105	94.59	66.67
Black or African American	28	27	96.43	22.22
Asian	22	17	77.27	58.82
Hispanic or Latino	36	35	97.22	54.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	109	100	91.74	81.00
Two or More Races	28	27	96.43	85.19
Socioeconomically Disadvantaged	59	53	89.83	37.74
English Learners	36	26	72.22	30.77
Students with Disabilities	34	29	85.29	24.14
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### 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, families and community members have multiple opportunities to be involved at Washington Elementary School. Our Office of Family Engagement and Equity provides parent/caregiver support and interaction that contributes to a wonderful partnership between home and school, benefiting the children at Washington Elementary. Parents/caregivers also participate as leaders and members of our School Site Council (SSC), African American Unity Group (AAUG) and English Learner Advisory Committee (ELAC). Our active PTA involves parents in community-building events like grade level potlucks, the Spring Fair and Silent Auction, raise money to support our school's field trips and provide needed resources to support educational equity efforts. Our PTA committees organize classroom parents, focus efforts around equity and community project days, Kidz Club After School Program, Washington's Night at the Movies, Friday Morning Coffee Hour and other opportunities for parent participation. Please feel free to contact our Office of Family Engagement and Equity Specialist Carol Perez at 510-849-7396 / carolynperez@berkeley.net to learn about more opportunities to get involved. You can also visit the Washington PTA website at <https://www.washington.berkeleypta.org/>

#### 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

Berkeley's first Solar School, Washington Elementary was constructed in 1952, and has since received extensive remodeling and retrofitting. The campus covers two acres and consists of 14 permanent classrooms, seven bungalows across the street, a library, two staff rooms, a cafeteria, a large playground, an art room and a science room and an English language development classroom. We also have a dedicated parent space. During the summer of 2008, electricity producing solar panels were installed on the roof of the main building. This provides up to 75% of Washington's electricity. The facility strongly supports teaching and learning through its ample classroom and playground space. One unusual feature of the playground is our mature forest, which includes 4 play structures as well as platforms and logs for students to explore.

The safety of students and staff is our primary concern. We have a full time Campus Security Monitor who is stationed in the McKinley Avenue zone to monitor traffic between the bungalows and the main building. A variety of people visit the campus to volunteer in the classrooms and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and safety officer supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held monthly, and intruder drills are held at least once a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in spring 2019. It contains information for the health and safety of students and includes emergency plans and procedures, as well as contact information, goals, and student expectations.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	1.9	1.4
Expulsions Rate	0.1	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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	16	6			20	4	2		21	3	3	
1	19	4			18	8			22		3	
2	49	2	1	1	20	5	3		21	1	3	
3	21	1	3		22	2	4		26	3	1	2
4	25		3		34		6	1	32	1	2	1
5	28		3		21	5	6		46	6	3	1
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	3	3	3

K-8 teachers participated in 3 full days of professional development during the 2019-20 school year. K-8 teachers participate in dedicated collaboration 5 partial day professional development, each session 2 hours in length. Every K-8 site has Literacy Coach and a Math Teacher Leader to support teachers in reflecting and improving math and literacy teaching skills through co-teaching and direct professional development at staff meetings. Professional development in K-8 has explicitly focused on the integration of content area subjects with English Language Development teaching strategies and equitable teaching practices. New teachers participate in a rigorous District Teacher Induction program. Teacher-initiated professional development is supported through local funds earmarked for this purpose and through school site funds, as well.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,336	\$49,084
Mid-Range Teacher Salary	\$72,595	\$76,091
Highest Teacher Salary	\$90,080	\$95,728
Average Principal Salary (ES)	\$121,898	\$118,990
Average Principal Salary (MS)	\$130,998	\$125,674
Average Principal Salary (HS)	\$132,895	\$137,589
Superintendent Salary	\$248,416	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	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/](http://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	\$8229.33	\$1723.89	\$6505.43	\$74518.78
District	N/A	N/A	\$10681.81	\$74913.39
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-48.6	-0.5
School Site/ State	-14.3	-4.6

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

The Berkeley Unified School District has used federal funding to provide supplemental alternative services and supplemental instructional materials provided to the Title I schools that support and assist Title I students. Alternative support includes tutoring, intervention curriculum and supplemental instructional supplies for targeted Title I students to close the achievement gap.



**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.