

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/fq/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 | 2300 Martin Luther King Jr. Way |
| City, State, Zip | Berkeley, CA 94704 |
| Phone Number | (510) 644-6310 |
| Principal | Joshua Heideman |
| Email Address | joshuaheideman@berkeley.net |
| School Website | https://www.berkeleyschools.net/schools/elementary-schools/washington-elementary/ |
| County-District-School (CDS) Code | 01-61143-6090328 |

2023-24 District Contact Information

| | |
|-------------------------|----------------------------------|
| District Name | Berkeley Unified School District |
| Phone Number | (510) 644-6150 |
| Superintendent | Enikia Ford Morthel |
| Email Address | superintendent@berkeley.net |
| District Website | www.berkeleyschools.net |

2023-24 School Description and Mission Statement

Principal's Message

We are proud to present our annual School Accountability Report Card for the 2022-23 school year. While this was a year filled with many challenges, we are proud to publish this report 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.

Joshua Heideman
Principal

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 79 |
| Grade 1 | 59 |
| Grade 2 | 64 |
| Grade 3 | 63 |
| Grade 4 | 64 |
| Grade 5 | 66 |
| Total Enrollment | 395 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.9% |
| Male | 51.1% |
| American Indian or Alaska Native | 0.8% |
| Asian | 10.6% |
| Black or African American | 8.9% |
| Filipino | 1% |
| Hispanic or Latino | 17.2% |
| Native Hawaiian or Pacific Islander | 0.5% |
| Two or More Races | 17.2% |
| White | 43.5% |
| English Learners | 8.1% |
| Homeless | 1.3% |
| Socioeconomically Disadvantaged | 22% |
| Students with Disabilities | 8.6% |

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.

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) | 17.90 | 84.56 | 417.10 | 82.67 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.30 | 11.25 | 79.00 | 15.67 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.80 | 4.14 | 6.10 | 1.21 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 2.20 | 0.45 | 18854.30 | 6.86 |
| Total Teaching Positions | 21.20 | 100.00 | 504.60 | 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) | 23.10 | 99.66 | 453.00 | 87.93 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.60 | 0.32 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.30 | 44.90 | 8.72 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 4.90 | 0.96 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 10.60 | 2.06 | 15831.90 | 5.67 |
| Total Teaching Positions | 23.20 | 100.00 | 515.20 | 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 | 2.30 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 2.30 | 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 | 0.80 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.80 | 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) | 16.2 | 2.3 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 6.1 | 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

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.

Year and month in which the data were collected August 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---------|--|-----------------------------|--|
| | | | |

| | | | |
|-----------------------------------|--|-----|----|
| Reading/Language Arts | Teachers College Reading and Writing Project Adopted 2011, Fast Track Phonics Adopted 2018 | Yes | 0% |
| Mathematics | A Story of Units (Eureka Math) Adopted 2013 | Yes | 0% |
| Science | Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007 | Yes | 0% |
| History-Social Science | TCI History Curriculum Pilot 2020-21 | Yes | 0% |
| Health | Healthy Oakland Teens Curriculum (5th Grade) Adopted 2017 | Yes | 0% |
| Visual and Performing Arts | | | 0% |

School Facility Conditions and Planned Improvements

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. For example, rain storms in January of 2023 resulted in significant flooding in the basement, which contains the library, English Language Development classroom, BEARS classroom, Speech classroom and other programs. Extensive repairs to prevent future flooding are needed.

Date of Last Inspection: December 8, 2022

Year and month of the most recent FIT report

December, 2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | No apparent problems |
| Interior: Interior Surfaces | X | | | No apparent problems |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | No apparent problems |
| Electrical | X | | | No apparent problems |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | No apparent problems |
| Safety: Fire Safety, Hazardous Materials | X | | | No apparent problems |
| Structural: Structural Damage, Roofs | X | | | No apparent problems |
| External: | X | | | No apparent problems |

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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) | 62 | 65 | 66 | 67 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 57 | 65 | 57 | 61 | 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 | 198 | 186 | 93.94 | 6.06 | 65.05 |
| Female | 99 | 91 | 91.92 | 8.08 | 67.03 |
| Male | 99 | 95 | 95.96 | 4.04 | 63.16 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 16 | 94.12 | 5.88 | 50.00 |
| Black or African American | 20 | 17 | 85.00 | 15.00 | 23.53 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 36 | 36 | 100.00 | 0.00 | 55.56 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 38 | 37 | 97.37 | 2.63 | 56.76 |
| White | 82 | 77 | 93.90 | 6.10 | 84.42 |
| English Learners | 13 | 9 | 69.23 | 30.77 | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 47 | 43 | 91.49 | 8.51 | 20.93 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 20 | 83.33 | 16.67 | 10.00 |

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 | 198 | 188 | 94.95 | 5.05 | 64.89 |
| Female | 99 | 91 | 91.92 | 8.08 | 65.93 |
| Male | 99 | 97 | 97.98 | 2.02 | 63.92 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 16 | 94.12 | 5.88 | 62.50 |
| Black or African American | 20 | 17 | 85.00 | 15.00 | 23.53 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 36 | 35 | 97.22 | 2.78 | 62.86 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 38 | 37 | 97.37 | 2.63 | 67.57 |
| White | 82 | 80 | 97.56 | 2.44 | 75.00 |
| English Learners | 13 | 11 | 84.62 | 15.38 | 18.18 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 47 | 42 | 89.36 | 10.64 | 21.43 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 20 | 83.33 | 16.67 | 20.00 |

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) | 45.16 | 47.62 | 49.80 | 50.35 | 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 | 67 | 66 | 98.51 | 1.49 | 46.15 |
| Female | 28 | 28 | 100.00 | 0.00 | 55.56 |
| Male | 39 | 38 | 97.44 | 2.56 | 39.47 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 16 | 16 | 100.00 | 0.00 | 33.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 26 | 26 | 100.00 | 0.00 | 69.23 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 17 | 17 | 100.00 | 0.00 | 12.50 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 11 | 91.67 | 8.33 | 0.00 |

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 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |

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, families and community members have multiple opportunities to be involved at Washington Elementary School. Our Office of Family Engagement and Equity (OFEE) provides parent/caregiver support and interaction that contributes to a strong 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 organizes community building events like beginning of the year outdoor grade level potlucks, the Winter Party, Read A Thons and Walk A Thons to raise money to support our school's educational equity efforts. Our PTA committees organize classroom parents, focus efforts around equity and materials handouts, and other opportunities for parent participation. Please feel free to contact our Office of Family Engagement and Equity Specialist Erika Hawkins at 510-556-4440 / erikahawkins@berkeley.net to learn about more opportunities to get involved. You can also visit the Washington PTA website at <https://www.washington.berkeleypta.org/>

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 412 | 411 | 93 | 22.6 |
| Female | 200 | 200 | 49 | 24.5 |
| Male | 212 | 211 | 44 | 20.9 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 3 | 3 | 2 | 66.7 |
| Asian | 43 | 43 | 8 | 18.6 |
| Black or African American | 39 | 39 | 20 | 51.3 |
| Filipino | 4 | 4 | 0 | 0.0 |
| Hispanic or Latino | 69 | 69 | 17 | 24.6 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 1 | 50.0 |
| Two or More Races | 73 | 73 | 15 | 20.5 |
| White | 179 | 178 | 30 | 16.9 |
| English Learners | 36 | 36 | 13 | 36.1 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 10 | 10 | 7 | 70.0 |
| Socioeconomically Disadvantaged | 103 | 103 | 47 | 45.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 46 | 46 | 12 | 26.1 |

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 | 0.00 | 0.73 | 0.03 | 1.91 | 1.83 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.03 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.73 | 0 |
| Female | 0 | 0 |
| Male | 1.42 | 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 | 1.45 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 1.37 | 0 |
| White | 0.56 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0.97 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 6.52 | 0 |

2023-24 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 cafetorium, 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, and everyone is required to visit the school office to sign in. 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. Fire drills are held monthly, earthquake drills quarterly and perimeter lockdown drills are held at least once a year. Our school follows COVID-19 risk mitigation protocols developed by the District in consultation with local Public Health agencies.

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 2023. 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.

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 | 19 | 3 | | |
| 1 | 22 | | 9 | |
| 2 | 22 | 2 | 7 | |
| 3 | 20 | 6 | 3 | |
| 4 | 30 | | 6 | 1 |
| 5 | 19 | 6 | 6 | |

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 | 18 | 4 | | |
| 1 | 21 | 3 | 6 | |
| 2 | 20 | 7 | | |
| 3 | 22 | | 10 | |
| 4 | 15 | 10 | 2 | |
| 5 | 19 | 6 | 5 | 1 |
| Other | 22 | 2 | 2 | |

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 | 20 | 3 | 1 | 0 |
| 1 | 20 | 5 | 4 | 0 |
| 2 | 21 | 1 | 6 | 0 |
| 3 | 21 | 3 | 9 | 0 |
| 4 | 18 | 6 | 5 | 0 |
| 5 | 23 | 3 | 6 | 1 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 22 | 0 | 2 | 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 | 0 |

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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 8 |

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 | 12,611.93 | 2,327.59 | 10,284.34 | 85,961.68 |
| District | N/A | N/A | 14,031.49 | 84,189.45 |
| Percent Difference - School Site and District | N/A | N/A | -30.8 | 2.1 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | | |

Fiscal Year 2022-23 Types of Services Funded

The Berkeley Unified School District receives federal funding to provide supplemental services and instructional materials provided to the Title I schools that support schools that have high numbers of students that are socioeconomically disadvantaged. Supplemental services include intervention supports, curriculum, programming, and instructional supplies for Title I schools to close the achievement gap.

The district also receives supplemental and concentration funds as part of the Local Control Funding Formula that is used to pay for direct services for unduplicated students through a variety of resources and materials. Funds are utilized to support students to graduate college and/or career ready. The district makes certain that all students have access to and success in a broad curriculum. We do this by expanding College and Career support programs, Career Pathways, and implementing intervention systems. Direct services include staffing, intervention support, counselors, and academic coaches.

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 | \$49,584 | \$54,190 |
| Mid-Range Teacher Salary | \$83,063 | \$85,111 |
| Highest Teacher Salary | \$103,069 | \$104,999 |
| Average Principal Salary (Elementary) | \$137,296 | \$132,492 |
| Average Principal Salary (Middle) | \$142,368 | \$140,987 |
| Average Principal Salary (High) | \$160,425 | \$153,884 |
| Superintendent Salary | \$243,950 | \$255,503 |
| Percent of Budget for Teacher Salaries | 32.06% | 32.09% |
| Percent of Budget for Administrative Salaries | 5.99% | 5.25% |

Professional Development

During the 2023-24 school year (until January 2023 all new teachers to BUSD engaged in two days of professional development on curriculum and effective pedagogical practices to empower students on 8/8 and 8/9 2022. All TK-8 teachers engaged in 2 full days of site based professional development on 8/10 and 8/11. On 10/9/23, all TK-8 staff (certificated and classified) engaged in an all day professional development. The focus for K-5 was on the CORE Reading Academy Day 1. Additionally, all elementary sites are engaging in ongoing (year long) districtwide professional development focused on the CORE reading academic. Every TK-8 site has a Literacy Coach Equity Lead, 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. 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.

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 | 3 | 3 | 3 |