

Washington Elementary

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



GEORGE WASHINGTON
ELEMENTARY SCHOOL

2760 Jane Street, Riverside, Ca. 92506

951.788.7305

[washington.riversideunified.org](http://www.washington.riversideunified.org)

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	2760 Jane Street
City, State, Zip	Riverside, CA 92506-4301
Phone Number	(951) 788-7305
Principal	Lisa Gonzalez
Email Address	lmgonzalez@riversideunified.org
School Website	washington.riversideunified.org
County-District-School (CDS) Code	33-67215-6032783

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Washington is an AVID Elementary School. We are committed to creating opportunities for our students to compete in society through a focus on college and career readiness. Our vision is empowering every child's academic, cultural, and social emotional growth through equitable practices to succeed in a global society. To this end, every child will be provided with quality instructional experiences that recognize, support and maintain high expectations for all students.

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

PROGRAMS:

1. Transitional Kindergarten through Sixth Grade for all students
2. Dual Language Immersion Kindergarten through Sixth Grade for students wanting to become bilingual and biliterate
3. AVID for Kindergarten through 6th grade students to prepare them for college and career
4. HEARTS-Our After School Program for students that are selected and registered for the program from 2:30- 6:00 p.m. on M/T/TH/F and 1:15-6:00 p.m. on Wed.
5. Wonder Works and Lexia in English and Spanish as our site Reading Intervention Programs for our Tier 1 & 2 Intervention. Gateway and Advanced Phonics are also added as additional supports for students needing tier 2 intervention.
6. Accelerated Reader -computer based reading program for 2nd through sixth grade students to support reading and encourage the love of reading
7. Dreambox Learning for Math-computer based math program for TK-sixth grade students to support mathematics
8. LAB! is a program provided for 3rd-6th grade English Language Learners twice a week after school. Selected students learn about Science to enhance their English skills.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	131
Grade 2	99
Grade 3	112
Grade 4	101
Grade 5	112
Grade 6	120
Total Enrollment	801

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4%
Male	49.6%
American Indian or Alaska Native	0.2%
Asian	1.7%
Black or African American	1.4%
Hispanic or Latino	78.8%
Two or More Races	2.1%
White	15.4%
English Learners	23.6%
Foster Youth	1%
Homeless	2.2%
Socioeconomically Disadvantaged	65.4%
Students with Disabilities	8.1%

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)	34.20	89.29	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	4.64	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.00	0.99	12115.80	4.41
Unknown	2.30	6.07	151.80	8.83	18854.30	6.86
Total Teaching Positions	38.30	100.00	1720.00	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)	32.20	97.00	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	1.00	3.00	127.00	7.37	15831.90	5.67
Total Teaching Positions	33.20	100.00	1723.70	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	1.70	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.70	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)	6.3	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)	1.8	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

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

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

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2/Maravillas, TK-2 DLI McGraw-Hill: Wonders, 3-6/Maravillas, TK-2 DLI	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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

Riverside Unified School District maintains both short and long-term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 15 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

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

Year and month of the most recent FIT report

09/28/2023 - 12/12/2023

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			Portable 13: 4: (D) Ceiling tiles have holes or stains Notes: ceiling tile sagging , bowing, hanging. etc... 7: (D) Light fixture not working (possible ballast) Notes: one fixture nit working properly Portable 4: 4: (D) Ceiling tiles are missing Notes: ceiling tile sagging ,bowing ,hanging etc.... WASA-1 (Classroom): 4: (D) Ceiling tiles are missing WASD-1 (Classroom): 4: (D) Ceiling tiles are missing Notes: ceiling tile falling , bowing, sagging ,etc... 7: (D) Light fixture not working (possible ballast) Notes: one light out WASD-2 (Classroom): 4: (D) Ceiling tiles are missing Notes : two ceiling tiles sagging , bowing , falling , etc ... WASD-3 (Classroom): 4: (D) Ceiling tiles have holes or stains WASE-3 (Classroom): 4: (D) Ceiling tiles are missing

School Facility Conditions and Planned Improvements

			<p>Notes: ceiling tile sagging , hanging , falling , etc ... 7: (D) Light fixture not working (possible ballast) WASK-2 (Classroom): 4: (D) Ceiling tiles are missing</p> <p>Notes: broken ceiling ceil by restroom</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>Portable Room 2: 5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week</p> <p>Notes: carpet is very old WASL-17 (Restroom): 6: (D) Rodent droppings or insect skins are evident</p>
<p>Electrical</p>		<p>X</p>	<p>Portable 13: 4: (D) Ceiling tiles have holes or stains</p> <p>Notes: ceiling tile sagging , bowing, hanging. etc... 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: one fixture nit working properly Portable 5: 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes: loose plug . north wall Portable 7: 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: one broken lamp holder and one bad lamp Portable Room 9: 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: one light out</p> <p>WASA-3 (Classroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: one light out and 10 lamps out WASA-4 (Classroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes : one light out WASA-7 (Restroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes : one lamp out WASB-2 (Classroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: need lamps WASB-3 (Classroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: Lens cover is missing</p>

School Facility Conditions and Planned Improvements

			<p>WASB-4 (Classroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: three lights out WASD-1 (Classroom): 4: (D) Ceiling tiles are missing</p> <p>Notes: ceiling tile falling , bowing, sagging ,etc... 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: one light out WASD-4 (Classroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: one light out and several broken les covers WASE-3 (Classroom): 4: (D) Ceiling tiles are missing</p> <p>Notes: ceiling tile sagging , hanging , falling , etc ... 7: (D) Light fixture not working (possible ballast) WASE-4 (Classroom): 7: (D) Light fixture not working (possible ballast) WASF-1 (Multi Purpose Room): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes : several lamps or ballast out.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		<p>WASK-1D (Utility): 12: (D) Damage due to vandalism</p> <p>Notes: their is no K 1 D WASK-2C (Restroom): 12: (D) Damage due to vandalism</p> <p>Notes: their is no K2 C</p>
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)	42	35	46	44	47	46
Mathematics (grades 3-8 and 11)	32	25	30	31	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	443	441	99.55	0.45	35.15
Female	208	206	99.04	0.96	40.29
Male	235	235	100.00	0.00	30.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	348	347	99.71	0.29	29.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	66.67
White	72	72	100.00	0.00	51.39
English Learners	103	102	99.03	0.97	9.80
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	14.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	310	310	100.00	0.00	26.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	8.11

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	444	442	99.55	0.45	25.34
Female	208	206	99.04	0.96	24.76
Male	236	236	100.00	0.00	25.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	348	347	99.71	0.29	20.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	58.33
White	73	73	100.00	0.00	41.10
English Learners	103	102	99.03	0.97	4.90
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	311	311	100.00	0.00	16.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	7.89

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)	20.69	27.68	26.85	27.64	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	113	113	100.00	0.00	27.43
Female	47	47	100.00	0.00	27.66
Male	66	66	100.00	0.00	27.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	87	87	100.00	0.00	19.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	55.56
English Learners	23	23	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	77	100.00	0.00	15.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	98.20%	99.10%	99.10%	99.10%	99.10%

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

Washington believes that parent involvement and collaboration is an essential component to the success of our students. Parents are encouraged to take an active role and be involved in their child's education through a variety of opportunities. Due to the global pandemic, opportunities for parent involvement have changed but we are slowly providing more and more opportunities each month for parents. The activities are:

- School Site Council Meetings
- Coffee with the Principal
- English Learner Advisory Committee Meetings
- Dual Language Immersion Advocacy Group
- CEDAC Representatives
- DELAC Representatives
- GATE Representatives
- PTA

* Parent volunteers in classrooms

* Room Parent Coordinator to help with large projects and parties

* Field Trips

2023-24 Opportunities for Parental Involvement

* 6th Grade Science Camp

* PTA and Washington Fundraisers

- Parent/Teacher Conferences
- Parent Training Nights in math, reading, and AVID
- Regular contact with the teachers via phone, email, or Remind
- Phone calls, notes sent home, social media, and text messaging
- Back To School Night
- Open House
- Monthly Friday Awards Ceremonies
- Spring Carnival
- Band Concerts

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	841	826	174	21.1
Female	421	415	83	20.0
Male	420	411	91	22.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	14	14	5	35.7
Black or African American	13	11	1	9.1
Filipino	0	0	0	0.0
Hispanic or Latino	664	652	151	23.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	17	1	5.9
White	128	127	15	11.8
English Learners	196	193	28	14.5
Foster Youth	8	8	4	50.0
Homeless	22	21	6	28.6
Socioeconomically Disadvantaged	550	542	136	25.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	93	35	37.6

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	2.14	1.55	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.55	0
Female	0.48	0
Male	2.62	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	1.66	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.56	0
English Learners	0.51	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.21	0

2023-24 School Safety Plan

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

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	5	21	1	
1	10	10		
2	9	11	1	
3	8	12	3	
4	8	13	1	1
5	14	7	1	2
6	9	12	1	2
Other	5	5		

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	25		6	
1	24		4	
2	21	1	4	
3	28		3	
4	31		2	1
5	44		2	2
6	27		4	
Other	15	2	1	

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	21	1	5	0
1	26	0	5	0
2	25	0	4	0
3	23	1	3	0
4	28	0	3	0
5	47	0	1	2
6	29	0	4	0
Other	18	2	1	1

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	1.2

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	7,784.06	1,803.99	5,980.07	96,187.83
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	-14.6	-0.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-11.6	11.9

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

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	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

Professional Development opportunities are offered to the teachers throughout the school year in 2020-2021. Training opportunities are aligned with the goals outlined by the district and school site plan. Teachers at Washington have had the opportunity to participate in the following virtual training sessions. Throughout the year, many staff members participated in other voluntary activities sponsored by the school, district, or through special projects that were appropriate for their individual needs and growth. All 21 teachers were required to participate in the following trainings as we prepared for virtual instruction:

- * Google Classroom Training 6 lessons
- * Training for Virtual instruction 4 lessons
- * Trauma informed training 2 lessons
- * Collaboration and communication 5 lessons
- * Culturally responsive pedagogy 6 lessons
- * Digital citizenship 5 lessons
- * Providing student feedback in a virtual classroom
- * Building relationships with restorative practices
- * Sexual Harassment training
- * Suicide prevention
- * Mandated reporter training
- * Safety training
- * Trauma Resiliency Training (Part 1 and Part 2)
- * Covid 19 Training - symptoms, protocols, and safe practices

Professional Development opportunities are offered to the teachers throughout the school year in 2021-2022. Training opportunities are aligned with the goals outlined by the district and school site plan. Teachers at Washington have had the opportunity to participate in the following virtual training sessions. Throughout the year, many staff members participated in other voluntary activities sponsored by the school, district, or through special projects that were appropriate for their individual needs and growth. Staff had opportunities to participate in the following trainings:

- * Sexual Harassment Training - All Staff certificated and classified (60)
- * Suicide Prevention - All Staff certificated and classified (60)
- * Mandated Reporter Training - All Staff certificated and classified (60)
- * Active Shooter Training - All Staff certificated and classified (60)
- * Covid 19 Training - symptoms, protocols, and safe practices - All Staff certificated and classified (60)
- * Trauma Resiliency Training (Part 3) - 1 day (34 teachers)
- * MTSS 6 days - (6 teachers)
- * Fastbridge Assessment Training 2 days (34 teachers)
- * LAS Links Assessment Training - 1 day (1 teacher)
- * Wonderworks Training for new teachers - 1 day (4 teachers)

Professional Development opportunities are offered to the teachers throughout the school year in 2022-2023. Training opportunities are aligned with the goals outlined by the district and school site plan. Teachers at Washington have had the opportunity to participate in the following virtual training sessions. Throughout the year, many staff members participated in other voluntary activities sponsored by the school, district, or through special projects that were appropriate for their individual needs and growth. Staff had opportunities to participate in the following trainings:

- * Gateway Training - 1 day (2 teachers)
- * Gateway Expanded Training - 1 day (5 teachers)
- * Grade level Planning Days - 3 days (33 teachers)
- * DLI Training - 2 days (17 teachers) Jose Medina
- * Second Step SEL Curriculum - 1 day (33 teachers)
- * 504 Training - 1 day (1 teacher)
- * SST Training - 1 day (2 teachers)
- * McKinney Vento Training - All staff
- * Sexual Harassment Training - All staff
- * Suicide Prevention Training - All Staff
- * MTSS - 6 days (6 staff)
- * Mandated Reporter Training - All Staff
- * Fastbridge Training
- * Active Shooter training - All staff
- * TK Training - 1 day (1 teacher & 1 aide)

Professional Development

Professional Development opportunities are offered to the teachers throughout the school year in 2023-2024. Training opportunities are aligned with the goals outlined by the district and school site plan. Teachers at Washington have the opportunity to participate in the following virtual and in person training sessions. Throughout the year, many staff members participated in other voluntary activities sponsored by the school, district, or through special projects that were appropriate for their individual needs and growth. Staff had opportunities to participate in the following trainings:

- * Gateway Training - 1 day (2 teachers)
- * Gateway Expanded Training - 1 day (5 teachers)
- * Grade level Planning Days - 3 days (35 teachers)
- * DLI Training - 2 days (17 teachers)
- * 504 Training - 1 day (2 teacher)
- * SST Training - 1 day (2 teachers)
- * McKinney Vento Training - All staff
- * Sexual Harassment Training - All staff
- * Suicide Prevention Training - All Staff
- * MTSS - 6 days (8 staff)
- * Mandated Reporter Training - All Staff
- * Fastbridge Training
- * Active Shooter training - All staff
- * TK Training - 1 day (2 teacher & 2 aides)

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	10	17	17