



George Washington Elementary

1735 West Sonora St. • Stockton, CA 95203 • (209) 933-7320 • Grades K-8

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<https://www.stocktonusd.net/Washington>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
Lange Luntao
Maria Mendez
Scot McBrian
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District Administration

John E. Deasy, Ph.D.
Superintendent

Dr. Reyes Gauna
**Assistant Superintendent of
Educational Support Services**

Craig Wells
**Assistant Superintendent of
Human Resources**

Sonjhia Lowery
**Assistant Superintendent of
Educational Services**

School Description

Vision: George Washington School is committed to Students' college and career successes by implementing Common Core Standards and AVID strategies with a focus on collaboration and organization.

Mission: George Washington School creates a challenging learning environment that promotes high standards using Common Core instruction. Lifelong learning skills are fostered through technology and research-based instructional strategies including the AVID College Readiness System. George Washington School encourages sportsmanship, school spirit, and pride through daily goals and educational accomplishments. We urge parents and community members to actively participate in our students' learning and success.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	23
Grade 1	23
Grade 2	27
Grade 3	25
Grade 4	23
Grade 5	29
Grade 6	31
Grade 7	30
Grade 8	30
Total Enrollment	241

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.4
American Indian or Alaska Native	2.5
Asian	1.7
Filipino	1.7
Hispanic or Latino	78.8
Native Hawaiian or Pacific Islander	0.0
White	1.2
Socioeconomically Disadvantaged	89.2
English Learners	36.9
Students with Disabilities	10.0
Foster Youth	2.5

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			
George Washington Elementary	16-17	17-18	18-19
With Full Credential	10	11	13
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	1	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
George Washington Elementary	16-17	17-18	18-19
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 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>FOSS (Full Option Science System) Adopted in 2007</p> <p>CK-12 Earth Science Adopted in 2016</p> <p>CK-12 Life Science Adopted in 2016</p> <p>CK-12 Physical Science Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>K-5 California Studies Weekly Adopted in 2017</p> <p>6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	boys/girls restrooms westside: replace damage panel door boys RR Multi-purpose kitchen: missing ceiling tiles P-3: rips on walls, hole on ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	rm10: missing outlet cover on internet box south wall
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	overall: portable ramps have wood rot needs to be repaired, paint peeling on overhangs cracks on walkways, asphalt in front of school and court yard cracked.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: portable ramps have wood rot needs to be repaired, paint peeling on overhangs cracks on walkways, asphalt in front of school and court yard cracked.
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	21.0	22.0	26.0	28.0	48.0	50.0
Math	14.0	19.0	20.0	21.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.6	12.5	6.2
7	10.7	10.7	35.7

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	171	168	98.25	22.02
Male	93	91	97.85	16.48
Female	78	77	98.72	28.57
Black or African American	18	17	94.44	17.65
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	136	134	98.53	21.64
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	146	98.65	21.92
English Learners	99	97	97.98	16.49
Students with Disabilities	20	20	100.00	5.00
Students Receiving Migrant Education Services	15	15	100.00	6.67
Foster Youth	--	--	--	--

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 2017-18 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	172	167	97.09	19.16
Male	94	92	97.87	15.22
Female	78	75	96.15	24
Black or African American	19	17	89.47	17.65
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	136	133	97.79	16.54
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	149	146	97.99	17.81
English Learners	99	96	96.97	15.63
Students with Disabilities	20	20	100	5
Students Receiving Migrant Education Services	15	15	100	0
Foster Youth	--	--	--	--

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 2018-19)

Washington School recognizes the important role parents and the community play in the educational success of our students. Community outreach and business partnerships orchestrate multiple opportunities for parents/guardians to become actively involved in supporting Washington's students. The following list outlines opportunities for involvement on campus:

- Classroom Volunteer
- After School Step-Up Program
- Early Childhood Education workshops
- English Language Advisory Committee (ELAC)
- English Language Development (ELD)
- MESA Chaperone
- Parent Coffee Hour
- Student Study Team Meetings (SST)
- Parent/Student conferences when possible
- Teacher Conferences
- Parent/Teacher Association (PTA)
- School Readiness Program (ages 0-5)
- School Site Council (SSC)
- Parent Compact participation

Washington School understands that all parents may not be able to support students by physically being on campus, but we still believe that parents and guardians can support our learning environment and their students by the following: Monitoring student attendance, monitoring completion of student homework, monitoring and regulating television viewing; participating in the decision making process in school organizations and committees, planning and participating in activities at home that support classroom learning; volunteering in the classroom, and participation in fundraising programs.

Parents/guardians who wish to participate in George Washington Elementary School's leadership teams(s) school committees, school activities, or become volunteers may contact Mrs. Laney at 933-7320.

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

At George Washington Elementary School, a strong emphasis on ensuring the safety of all students and staff members is embedded within the school day. A comprehensive School Safety Plan, which was recently reviewed by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. Our School Inspection Checklists for Elementary Schools is done quarterly and it is used to detect and correct unsafe conditions. If needed, we submit work orders promptly so corrective action can be taken.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators, campus security assistant and school staff provide supervision for students before, during and after school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. Visitors must return to the office and sign out upon leaving the school.

The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.3	4.3	6.2
Expulsions Rate	0.0	0.0	0.4
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	.02
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	.5
Social Worker	.12
Nurse	.2
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	.6
Other	0.00
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	18	19	1	1	1	2	2	2			
1	22	21	18	1	1	1	2	2	2			
2	21	23	21	1	1	1	2	2	2			
3	24	23	20	1	1	1	2	2	2			
4	22	24	19	1	1	1	2	2	2			
5	24	26	24	1	1	1	2	2	2			
6	20	20	24	2	2	1	2	2	2			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. Teachers meet weekly as a PLC and collaborate student data, Common Core Units, teaching strategies, English Learners Catch-up Plan, curriculum and receive on-going coaching and support from the ELA/Math Coach and Principal, also on-going training. Teachers also meet with the principals during Academic Conferences to discuss students' data and goals.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7533.31	965.71	6567.6	72885.50
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			5.7	5.7
Percent Difference: School Site/ State			-0.1	-8.3

* Cells with ◆ 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.