



# WASHINGTON ELEMENTARY

825 Taylor Ave, Alameda, CA 94501 • (510) 748-4007  
Niel Tam, Principal

## School Accountability Report Card Report 2005-06 Published in 2006-07

### General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

### Curriculum

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



### Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



### Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

### Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Washington Elementary at 510 748-4007.

### School Profile

Washington Elementary is one of 12 elementary schools in the Alameda Unified School District. Curriculum is focused on California State Standards to improve instruction for students. The school supports cultural awareness on a daily basis through its diverse literature selection in the media center.

During the 2005/06 school year, 294 Kindergarten-5th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

#### School Profile

Student Enrollment by Ethnic Group  
2005-06

	Percentage
African American	21.2
American Indian	1.3
Asian	18.3
Caucasian	16.3
Filipino	16.7
Hispanic	18.3
Pacific Islander	3.9
Multiple or No Response	3.9

### Parent Involvement

Washington Elementary greatly benefits from its supportive parents who genuinely care about the school site, our staff, and our students. The school has a strong base of parent volunteers who continuously strive and succeed to improve the school environment. Parents are also welcome to join our growing PTA, English Learner Advisory Committee, and Sunday afternoon work groups. The school also benefits from several

community partnerships, including Washington Mutual, The Kosh Foundation, Wells Fargo, and Target to name a few.

## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment By Grade			
Enrollment Trend by Grade Level			
Grade	2003-04	2004-05	2005-06
K	40	60	52
1st	56	40	60
2nd	55	61	39
3rd	53	54	64
4th	65	51	47
5th	36	65	44

## Enrollment By Program

During the 2005/06 school year 306 students were enrolled at Washington Elementary, of which 21% were students with disabilities, 35% were English Learners, and 59% were socioeconomically disadvantaged.

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from parent volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size												
Class Size Distribution												
	Average Class Size			Classrooms Containing:								
	04	05	06	1-20 Students			21-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06	04	05	06
K	20	20	17	2	3	3	0	0	0	0	0	0
1st	19	20	20	3	2	4	0	0	0	0	0	0
2nd	20	19	19	2	3	2	0	0	0	0	0	0
3rd	19	17	18	2	3	3	0	0	0	0	0	0
4th	32	23	30	0	0	0	2	2	1	0	0	0
5th	32	32	28	0	0	0	1	2	1	0	0	0
K-3	19	0	0	1	0	0	0	0	0	0	0	0
4th-8th	0	0	28	0	0	0	0	0	1	0	0	0

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Washington Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

## Safe School Plan

Safety of students and staff is a primary concern of Washington Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safe School Plan is approved by the School Site Council each year. It includes an Emergency Operations Plan and district policies and procedures for school safety. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year.

We implemented the Caring School Community Program and participate in the DARE Program for the 5th grade. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The Alameda Police Department recently trained staff in dealing with an Intruder in the building.

## Discipline & Climate for Learning

Students at Washington Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Washington Elementary discipline program is to begin problem solving at the classroom level, while keeping parents informed and involved in the rules and expectations of Washington Elementary and AUSD. Parents and students are informed of school rules and discipline policies through the Parent/Student Handbook which is handed out at the time of student enrollment and sent home the first week of school. Students and parents are also provided The Washington Word, Wednesday folders and individual classroom newsletters that are sent home on a regular basis.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: the Sports4Kids and LEAPS Programs. The school's Sports4Kids interscholastic program promotes individual and team-oriented achievement and self-esteem through adult leadership. Sports4Kids groups compete with other Sports4Kids teams that exist in the local area.

Washington School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during our monthly Spirit Rally's.

<b>Discipline &amp; Climate for Learning</b>						
<b>Suspensions &amp; Expulsions</b>						
	<b>Washington Elementary</b>			<b>Alameda City Unified</b>		
	03-04	04-05	05-06	03-04	04-05	05-06
<b>Suspensions</b>	18	19	22	1,294	884	936
<b>Suspension Rate</b>	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%
<b>Expulsions</b>	0	0	0	16	15	22
<b>Expulsion Rate</b>	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%

\* District numbers are for entire district.

## School Facilities

Washington Elementary was originally constructed in 1956 and is comprised of 22 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 computer lab, and 1 playground. Recent remodeling included seismic upgrade, restroom renovation and floor replacement. Cleaning Process: The principal works daily with the custodial staff of 2 (2 full-time and 0 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2005/06 school year the district allocated \$444,917 for deferred maintenance program. This represents .5% of the district's general fund budget. During the 2005/06 school year, the district's governing board approved deferred maintenance projects for the school, which included window repair.

<b>School Facilities</b>		
<b>School Facility Conditions</b>		
<b>Interim Evaluation Instrument Guidelines</b>	<b>Facility in Good Repair</b>	<b>Deficiency &amp; Remedial Actions Taken or Planned</b>
<b>Gas Leaks</b>	Yes	
<b>Mechanical Systems</b>	Yes	
<b>Windows/Doors/Gates (Interior/Exterior)</b>	Yes	Many windows not functional. To repaired this summer.
<b>Interior Surfaces (Walls, Floors, and Ceilings)</b>	Yes	
<b>Hazardous Materials (Interior/Exterior)</b>	Yes	
<b>Structural Damage</b>	Yes	
<b>Fire Safety</b>	Yes	
<b>Electrical (Interior/Exterior)</b>	Yes	
<b>Pest/Vermin Infestation</b>	Yes	
<b>Drinking Fountains (Inside/Outside)</b>	Yes	
<b>Restrooms</b>	Yes	
<b>Sewer</b>	Yes	
<b>Playground/School Grounds</b>	Yes	
<b>Other</b>	Yes	

## Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers. For the 2005/06 school year, Washington Elementary had 27 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005/06 school year, the most current data are reported.

## Teacher Assignment

Teacher Credential Status				
	School			District
	03-04	04-05	05-06	05-06
<b>Fully Credentialed</b>	17	21	21	550
<b>Without Full Credentials</b>	0	0	0	17

### Teacher Assignment

Teacher Credential Status			
	03-04	04-05	05-06
<b>Working Outside Subject</b>			0
<b>Vacant Teacher Positions</b>			0
<b>Misassignments of Teachers (other)</b>			0
<b>Total Misassignments of Teachers</b>			1
<b>Misassignments of Teachers of English Learners</b>			1

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

### Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

### Highly Qualified Teachers

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
<b>Washington Elementary</b>	91.3	8.7
<b>Alameda City Unified</b>	86.0	13.0
<b>High-Poverty Schools in District</b>	96.8	3.2
<b>Low-Poverty Schools in District</b>	86.9	13.1

### Substitute Teachers

The Alameda City Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Washington Elementary. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Principal assumes the role of substitute.

### Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Alameda City Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is led by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

### Counseling & Support Staff

It is the goal of Washington Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. There is a school psychologist and a school counselor assigned to the school 2 days a week. There are also ELD, RSP and Title I Reading Specialists assigned to the school.

### Counseling & Support Staff

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
<b>Bilingual Instructional Assistant</b>	1	.40

Counselor	1	.40
Psychologist	1	.40
Resource Specialist	1	.40

### Instructional Materials

Alameda City Unified held a Public Hearing on September 12, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment 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 cycle developed by the State Department of Education, making the textbooks used in the school the most current 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. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Instructional Materials						
District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	1
K-5	Mathematics	Harcourt	2001	Yes	0.0%	5
K-5	Reading/Language Arts	Houghton Mifflin	2002	Yes	0.0%	5
K-5	Science	Harcourt	1999	Yes	0.0%	5
K-5	Social Science/History	MacMillan/ McGraw Hill	2003	Yes	0.0%	5

### Curriculum Development

All curriculum development in the Alameda City Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction/Curriculum Coordinator to align with the state standards, district goals, and the statewide assessment program. During the 2005/06, changes to the curriculum included the adoption of Caring School Communities and Step up to Writing.

### District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2004-05 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

District Expenditures	
Expenditures per Pupil	
Washington Elementary	
Total Expenditures Per Pupil	\$6,294
From Restricted Sources	\$2,045
From Unrestricted Sources	\$4,249
AUSD	
From Unrestricted Sources	\$177
Percentage of Variation between School & District	2303.07%
State	
From Unrestricted Sources	\$4,743
Percentage of Variation between School & State	10.41%

### District Revenue Sources

In addition to general state funding, Washington Elementary receives state and federal funding for the following categorical funds and other support programs:

- State Lottery
- Class Size Reduction K-3
- IASA-I Basic Grants Low Income
- IASA-VI Formula Entitlements
- Medi-Cal Billing Option
- Lottery:InstructionalMaterials
- Immediate Intervention
- Sch Improve Prog Grades K-6
- Other Local

### Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these

figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Teacher & Administrative Salaries as a Percentage of Total Budget		
Average Salary Information		
Teachers - Principal - Superintendent		
2004-05		
	AUSD	California
Beginning Teachers	\$38,081	\$37,730
Mid-Range Teachers	\$54,800	\$59,397
Highest Teachers	\$72,615	\$72,979
Elementary Principals	\$90,545	\$90,266
Middle School Principals	\$90,215	\$95,759
High School Principals	\$98,548	\$103,395
Superintendent	\$157,898	\$143,489
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.6%	41.5%
Administrative Salaries	5.6%	5.6%

Teacher & Administrative Salaries as a Percentage of Total Budget	
Average Teacher Salaries	
School & District	
Washington Elementary	\$67,983
AUSD	\$57,763
Percentage of Variation	17.69%
School & State	
All Unified School Districts	\$57,067
Percentage of Variation	19.12%

### California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																												
Combined % of Students Scoring at Proficient and Advanced Levels																												
	Language Arts												Math									Science						
	2			3			4			5			2			3			4			5			5			
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
All Students																												
Washington Elementary	29	31	57	14	44	38	34	49	46	42	37	31	43	62	54	33	62	51	50	54	56	23	30	21	26	10	13	
AUSD	53	64	67	48	53	60	55	66	71	59	60	63	60	73	71	67	71	75	59	67	72	52	55	64	38	38	44	
California	36	42	47	30	31	37	40	47	49	40	43	43	51	56	59	48	54	58	45	50	54	38	44	48	24	28	32	
Males																												
Washington Elementary	22	21	59	7	38	35	38	33	44	56	35	15	37	61	59	34	67	50	53	46	61	28	30	15	28	11	5	
AUSD	52	59	66	41	48	56	48	57	66	54	55	56	63	71	72	65	72	76	57	64	72	48	54	60	40	39	44	
California	32	39	43	28	29	33	36	44	46	36	39	40	52	58	59	50	56	58	45	50	54	36	43	48	26	32	34	
Females																												
Washington Elementary	36	48	53	22	48	42	30	67	50	23	38	45	50	67	47	30	59	54	44	62	52	15	31	25	23	8	20	
AUSD	54	68	68	54	58	64	61	75	76	64	67	70	57	75	70	68	72	74	60	71	73	55	57	66	38	38	45	
California	39	45	51	33	35	39	43	52	54	44	46	47	50	55	58	47	54	56	45	51	55	38	45	48	22	26	30	
Socioeconomically Disadvantaged																												
Washington Elementary	19	35	50	14	30	37	30	52	28	42	36	27	39	58	50	35	53	51	43	48	45	17	31	20	25	8	10	
AUSD	32	44	50	26	32	38	30	51	51	42	38	42	42	59	53	52	57	59	41	57	54	39	40	44	20	19	22	
California	22	28	33	17	17	22	25	32	35	24	28	28	40	45	48	36	44	46	32	38	42	25	32	35	11	14	18	
Asian																												
Washington Elementary	*	29	*	*	*	45	64	64	*	*	77	*	*	88	*	*	*	77	86	82	*	*	77	*	*	15	*	
AUSD	58	70	80	55	52	67	63	74	79	67	71	71	74	84	85	80	80	88	76	85	85	70	74	82	45	45	50	
California	60	66	71	54	54	60	64	71	73	63	67	67	77	79	81	75	81	82	74	79	81	67	74	76	43	50	54	
Students with Disabilities																												
Washington Elementary	*	*	*	*	*	0		*	*	*	*	*	*	*	*	*	*	0		*	*	*	*	*	*	*	*	*
AUSD	35	41	36	22	29	19	26	35	31	16	28	29	37	50	45	42	43	42	32	37	37	8	25	35	18	26	23	
California	16	19	23	14	13	16	19	19	21	14	15	14	29	33	34	26	29	31	20	22	25	13	17	18	10	12	14	
English Learners																												
Washington Elementary	31	30	46	0	46	48	14	58	33	*	21	27	46	74	46	64	77	62	29	92	44	*	21	45	*	4	9	
AUSD	35	49	63	28	33	48	29	45	61	34	34	40	45	68	70	62	66	70	46	65	68	41	43	56	15	13	17	
California	18	23	27	11	12	15	15	19	24	12	13	13	38	43	45	32	40	41	26	32	36	17	22	24	4	6	7	

	Language Arts												Math						Science			Social Science		
	6			7			8			6			7			8			8					
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06			
<b>All Students</b>																								
Washington Elementary																								
AUSD	46	49	57	48	55	61	42	42	52	45	54	53	46	51	61	0	*				45	36	38	40
California	36	38	41	36	43	43	33	39	41	35	40	41	33	37	41	0	0	0			38	28	31	34
<b>Males</b>																								
Washington Elementary																								
AUSD	43	43	50	42	49	53	38	37	46	47	53	51	48	50	60	*	*				49	38	41	43
California	33	35	39	32	38	38	29	34	37	36	41	42	33	37	41	0	0	0			41	29	33	36
<b>Females</b>																								
Washington Elementary																								
AUSD	50	56	63	53	60	68	45	47	58	44	56	56	44	52	62	*	*				41	35	35	37
California	39	41	44	42	49	48	37	43	45	34	39	41	32	37	41	0	0	0			35	26	30	31
<b>Socioeconomically Disadvantaged</b>																								
Washington Elementary																								
AUSD	25	32	37	30	37	49	24	29	31	30	40	35	31	37	53	*	*				28	20	22	20
California	20	22	26	20	28	28	18	22	25	22	26	28	20	23	27	0	0	0			23	14	17	19
<b>Asian</b>																								
Washington Elementary																								
AUSD	51	59	67	63	66	73	48	54	57	67	73	69	70	72	80	*	*				58	43	52	49
California	59	60	66	59	66	67	53	58	62	66	69	72	64	69	72	0	0	0			65	51	54	58
<b>Students with Disabilities</b>																								
Washington Elementary																								
AUSD	11	11	22	4	15	14	10	6	11	11	13	21	7	11	18	*	*				14	11	10	11
California	9	10	12	8	10	11	6	8	9	10	11	12	7	8	10	0	0	0			11	7	9	10
<b>English Learners</b>																								
Washington Elementary																								
AUSD	10	18	22	17	27	36	9	12	15	26	35	28	29	34	49	*					24	10	8	11
California	6	7	8	5	9	9	3	6	6	11	13	14	10	11	13	0	0				9	5	5	6

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

## CAT-6

<b>CAT/6 Norm Referenced Test</b>																							
<b>% At or Above 50th Percentile</b>																							
	Reading												Math										
	2			3			4			5			2			3			4			5	
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05
<b>All Students</b>																							
Washington Elementary	50			25	50	32	34			45			57			37	60	56	62			58	
AUSD	64			52	56	58	51			56			69			70	74	73	63			66	
California	47			35	36	37	36			41			59			54	55	55	49			50	
<b>Males</b>																							
Washington Elementary	43			14	48		21			61			56			31	61		68			67	
AUSD	61			45	50		41			54			71			69	76		62			65	
California	42			31	33		31			39			60			54	55		49			50	
<b>Females</b>																							
Washington Elementary	58			39	52		52			23			58			43	59		56			46	
AUSD	66			60	62		61			58			67			71	71		64			67	
California	52			38	40		40			43			57			53	54		49			51	
<b>Socioeconomically Disadvantaged</b>																							
Washington Elementary	48			24	45		32			46			55			41	52		59			54	
AUSD	44			31	38		30			40			51			59	58		47			54	
California	34			21	22		21			26			48			42	43		36			37	
<b>African American</b>																							
Washington Elementary	*			23	*		*			*			*			0	*		*			*	
AUSD	42			30	41		17			32			29			39	47		29			32	
California	39			24	25		26			27			44			38	39		32			32	
<b>Asian</b>																							
Washington Elementary	*			*	*		64			*			*			*	*		93			*	

AUSD	69		50	53	60		64		79		81	79	81		81	
California	64		50	53	54		61		80		77	79	75		75	
<b>Hispanic</b>																
Washington Elementary	50		25	*	*		*		75		33	*	*		*	
AUSD	47		36	46	40		49		55		57	79	45		57	
California	34		20	22	21		27		48		42	43	37		38	
<b>Caucasian</b>																
Washington Elementary	*		*	*	45		*		*		*	*	73		*	
AUSD	77		69	69	68		68		83		77	80	70		68	
California	66		56	58	55		59		74		69	71	65		67	
<b>English Learners</b>																
Washington Elementary	69		18	45	24		*		92		64	73	43		*	
AUSD	45		27	34	28		31		57		67	68	54		53	
California	28		13	15	11		14		46		37	38	30		27	
<b>Reading</b>																
<b>Math</b>																
<b>All Students</b>																
Washington Elementary																
AUSD			57		55	62	59	52			64		53	65	65	60
California			46		45	46	46	41			53		48	49	50	49
<b>Males</b>																
Washington Elementary																
AUSD			54		52	57		46			66		57	65		60
California			43		41	42		38			52		48	49		49
<b>Females</b>																
Washington Elementary																
AUSD			61		58	68		58			63		49	64		60
California			49		49	50		44			55		47	49		49
<b>Socioeconomically Disadvantaged</b>																
Washington Elementary																
AUSD			42		42	45		35			52		38	53		43
California			31		29	30		24			40		33	35		34
<b>African American</b>																
Washington Elementary																
AUSD			37		31	42		33			36		24	40		31
California			32		30	32		27			35		28	30		28
<b>Asian</b>																
Washington Elementary																
AUSD			63		66	66		57			81		74	81		76
California			67		62	64		58			80		74	77		76
<b>Hispanic</b>																
Washington Elementary																
AUSD			44		36	46		36			50		26	39		37
California			31		29	30		25			39		32	34		34
<b>Caucasian</b>																
Washington Elementary																
AUSD			71		65	78		65			73		61	76		70
California			64		65	65		60			70		66	67		66
<b>English Learners</b>																
Washington Elementary																
AUSD			24		30	26		13			48		35	43		34
California			15		10	11		7			25		17	17		19

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Physical Fitness

In the spring of each year, Washington Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Physical Fitness			
Percentage of Students in Healthy Fitness Zone			
Test Results			
	5th Grade	7th Grade	9th Grade
<b>Washington Elementary</b>			
<b>School Overall</b>	26.2%	0.0%	0.0%
<b>School (Boys)</b>	27.3%	0.0%	0.0%
<b>School (Girls)</b>	25.0%	0.0%	0.0%
<b>Alameda City Unified</b>			
<b>AUSD Overall</b>	46.7%	45.3%	23.9%

AUSD (Boys)	46.1%	43.8%	26.5%
AUSD (Girls)	47.2%	46.8%	21.0%
<b>California</b>			
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

### Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Academic Performance Index							
API School Results							
All Students	Base			Growth			
	02-03	03-04	04-05	03-04	04-05	05-06	
API Score	745	708	748	API Growth Score	717	748	725
Growth Target	3	5	3	Actual Growth	-28	40	-23
Statewide Rank	6	5	5	Eligible for Awards	No		
Similar Schools Rank	8	5	3	Eligible for II/USP	Yes	No	No
Subgroups							
<b>Socioeconomically Disadvantaged</b>							
Base API Score	724	690	737	API Growth Score	701	737	689
Growth Target	2	4	2	Actual Growth	-23	47	-48
<b>Asian</b>							
Base API Score	867			API Growth Score	830		
Growth Target	A			Actual Growth	-37		
<b>Caucasian</b>							
Base API Score	754			API Growth Score			
Growth Target	2			Actual Growth			
<b>Filipino</b>							
Base API Score	783			API Growth Score			
Growth Target	2			Actual Growth			
<b>A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.</b>							
<b>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</b>							

### California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

### Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics. • Percent proficient on the state's standards-based assessments in ELA and Mathematics. • API as an additional indicator. • Graduation rate (for secondary schools). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress				
Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	

Graduation Rate	N/A	Yes
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### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Program					
Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
Washington Elementary	Not in PI			-	-
Alameda City Unified	-	-	-	0	0.00

### School Leadership

Leadership at Washington Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past year, leadership duties were assumed by Principal, Jeff Knoth.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: School Site Council, PTA, and Friends of Washington School.

### Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Staff Development activities include Step Up to Writing Training, Caring School Community Training, and the Scott Foresman Social Studies Training.

### Instructional Time (Includes Minimum Days)

For the 2005/06, Washington Elementary offered 180 days of instruction. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Time (Includes Minimum Days)		
Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
Kdgn	36,000	42,700
1st	50,400	67,030
2nd	50,400	67,030
3rd	50,400	67,030
4th	54,000	67,030
5th	54,000	67,030
6th	54,000	0
7th	54,000	0
8th	54,000	0
9th-12th	64,800	0