

Washington Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Ms. Kristen Holm, Principal

 Principal, Washington Elementary

About Our School

Contact

Washington Elementary
1100 Lilienthal Ln.
Redondo Beach, CA 90278-4557

Phone: 310-798-8641
E-mail: kholm@rbusd.org

About This School

Contact Information - Most Recent Year

| District Contact Information - Most Recent Year | | School Contact Information - Most Recent Year | |
|---|--|---|---|
| District Name | Redondo Beach Unified | School Name | Washington Elementary |
| Phone Number | (310) 379-5449 | Street | 1100 Lilienthal Ln. |
| Superintendent | Steven Keller | City, State, Zip | Redondo Beach, Ca, 90278-4557 |
| E-mail Address | skeller@rbusd.org | Phone Number | 310-798-8641 |
| Web Site | http://www.rbusd.org | Principal | Ms. Kristen Holm, Principal |
| | | E-mail Address | kholt@rbusd.org |
| | | Web Site | http://washington.rbusd.org |
| | | County-District-School (CDS) Code | 19753416022156 |

Last updated: 1/6/2016

School Description and Mission Statement - Most Recent Year

Our Vision:

We believe that the purpose of education is to support students in becoming confident, healthy, independent life-long learners.

Our Mission:

Washington School provides opportunities that enable students to:

- Develop as responsible citizens who will contribute to their community
- Develop critical thinking skills
- Develop effective communication skills
- Develop problem-solving skills to assist them in resolving conflict appropriately
- Develop an inner drive for life-long learning

Washington Elementary School, home of the Explorers, is located in north Redondo Beach and is one of thirteen schools in the Redondo Beach Unified School District. We are proud of our richly diverse population of 700 students who range in grade level from developmental kindergarten through fifth. Our staff includes a dedicated team of 50, who serve our students in the classrooms, the cafeteria, the office, and on the school grounds. Our instructional program includes services for gifted, special education, limited English proficient students, and students meeting Title I criteria. Washington also houses the only Spanish Dual Immersion Language Strand within the Redondo Beach Unified School District. Within this strand, we strive to promote pride and success through delivering a strong immersion standards-based program which supports our students in becoming bilingual, biliterate, and bi-cultural. We hold annual recruitment meetings for this program which continues to fill spaces quickly and draws students from all over Redondo Beach.

By establishing rigorous, standards-based systems, frequently evaluating their effectiveness, and assessing student progress, Washington School has created an educational setting that takes into account the whole child's ethical, social, emotional, physical, and academic life to prepare them for the challenges of a new century. Both the Washington staff and the community strongly believe that every Washington student can achieve high academic standards, and we act upon

that belief every day. Education at Washington School is a collaborative effort between the students, teachers, administrators, parents, and the community at large, and all stakeholders shoulder some of this responsibility. All staff, including the principal, actively encourage participation from all of these groups by maintaining an open-door policy.

Cooperative Team Meetings are held twice yearly to discuss each student's needs and possible interventions using the Response to Intervention (RTI) model. The Washington School staff can then proactively intervene by partnering with parents and rapidly implementing an intervention plan. Students who are struggling academically are placed in a variety of research-based programs, such as Read Naturally, Reading A-Z, Project Read, Earobics, Fast ForWord and Saxon Math. A strategic promotion/retention policy is in place and is articulated to parents before the end of the second reporting period. Washington School employs a highly responsive process for teachers to identify student needs early on, and to intervene with appropriate instructional strategies as soon as possible to meet these needs.

The students at Washington are not the only learners on our campus. The teaching staff continuously improves their craft as well. We have created professional development opportunities for our teachers based on best practices and research to ensure all our students achieve grade-level standards including: Thinking Maps, Writer's Workshop, and Direct Interactive Instruction. In addition, teachers have seamlessly integrated technology, such as Chromebooks in grades 3-5, Smart Boards in Kindergarten, Mobi Boards in grades one through five, and document cameras and projectors, to provide engaging lessons for their pupils. For the past two years, our teachers have taken full advantage of opportunities to work one on one and collaboratively within grade levels using a professional coaching model. Coaches work with teachers on ways to differentiate instruction to meet the needs of diverse classrooms that include EL, GATE, autistic, special needs, and Title I students.

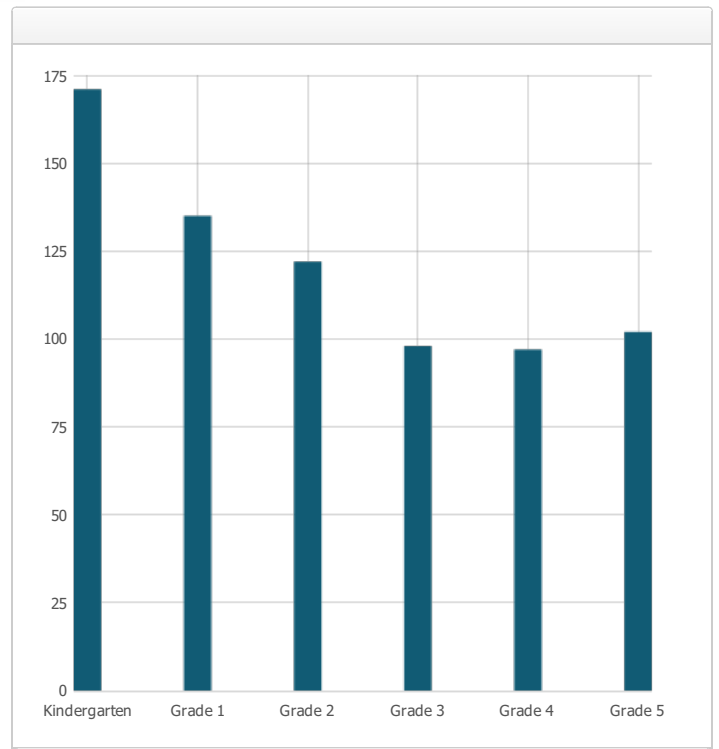
One of the many strengths of Washington School is the total community commitment to the education of all children. This is reflected in the collaboration of school staff in decision-making based on student needs and in the excellent support provided by parents through the PTA, the School Site Council, and the numerous parent volunteers who work in our classrooms and on our campus. The level of support we receive from the surrounding community is no accident. Washington School uses highly effective strategies to build community partnerships and to expand and extend learning opportunities for the whole child in order to meet their needs. Examples of such opportunities include the Beach Cities Health District (BCHD) providing LiveWell Kids, Mind Up, campus gardens, and Moving Children, which are programs designed to improve the physical, emotional, and social growth of children, and support the goals outlined in the Single Plan for Student Achievement. In addition, through a generous grant from the U.S. Department of Education and BCHD, Washington School employs a full-time counselor who provides individual and group sessions to strengthen the social and emotional health of all students and provide resources to families in need. The Washington PTA funds "Hands on Art," which provides a standards-based fine arts program and "Hands on Science," which provides science curriculum to all Washington students. In addition, the Music Center gives students in grades one and two an Artist in Residence program in the areas of drama, music, dance or fine arts. Third and fourth grade students receive choral music and fifth grade students have the opportunity to participate in instrumental music. Instruments are provided to any student in need.

In order to provide a well-rounded education, Washington School develops and reinforces—in both students and school staff—character traits, such as caring, citizenship, fairness, respect, responsibility, and trustworthiness. Through adult modeling, curriculum integration in daily instruction, and a positive behavior system, Washington develops and reinforces positive character traits. Students are rewarded for exemplary behavior, good character, and academic achievement through weekly award celebrations and daily certificates. Students at Washington are provided many opportunities to apply character education concepts in school and in community-service learning projects, such as the American Heart Association's Jump Rope for Heart, Pennies for Patients, and annual toy and canned food drives. At Washington Elementary School we relentlessly strive to educate, encourage, and develop our young learners in an environment that prepares them not just for more school, but for the rest of their lives. School is truly a great place for all students.

Last updated: 1/26/2016

Student Enrollment by Grade Level (School Year 2014-15)

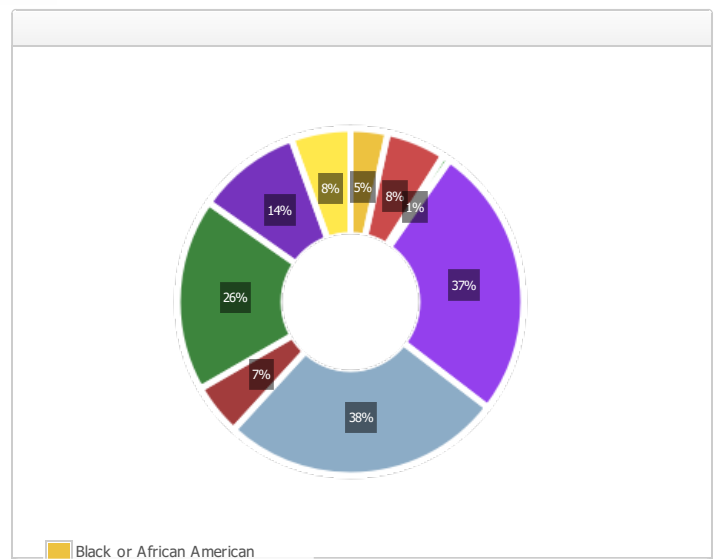
| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 171 |
| Grade 1 | 135 |
| Grade 2 | 122 |
| Grade 3 | 98 |
| Grade 4 | 97 |
| Grade 5 | 102 |
| Total Enrollment | 725 |



Last updated: 1/6/2016

Student Enrollment by Student Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 5.1 % |
| American Indian or Alaska Native | 0.6 % |
| Asian | 8.6 % |
| Filipino | 1.9 % |
| Hispanic or Latino | 37.8 % |
| Native Hawaiian or Pacific Islander | 0.8 % |
| White | 38.1 % |
| Two or More Races | 7.2 % |
| Socioeconomically Disadvantaged | 26.6 % |
| English Learners | 14.6 % |
| Students with Disabilities | 8.0 % |
| Foster Youth | 0.6 % |



Last updated: 1/6/2016

A. Conditions of Learning

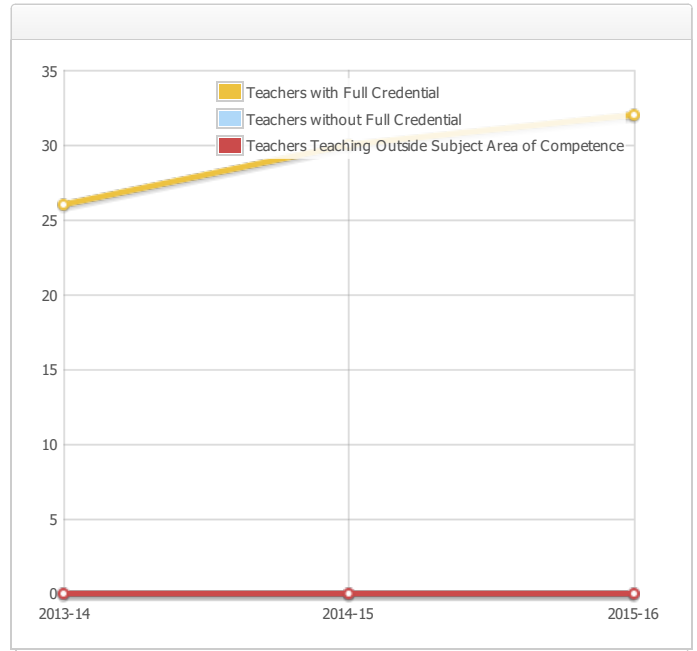
State Priority: Basic

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

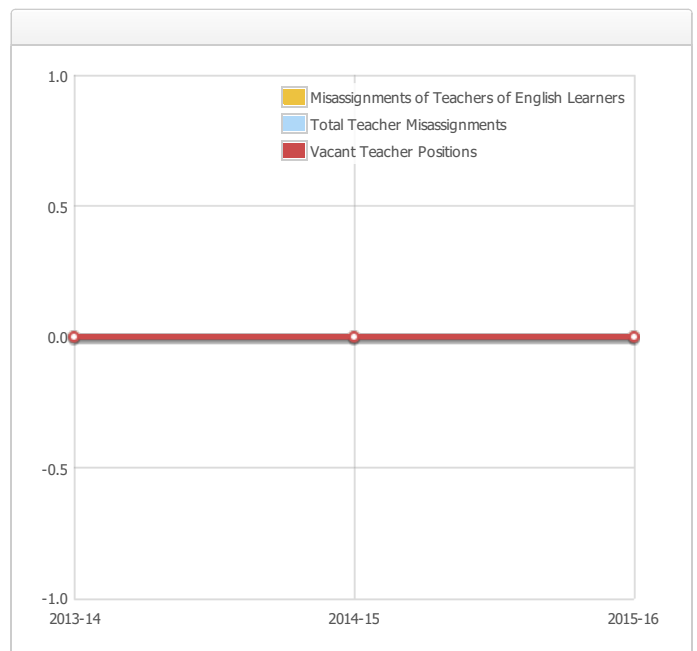
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 26 | 30 | 32 | 447 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/26/2016

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| Misassignments of 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.

Last updated: 1/21/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | | |
| All Schools in District | | |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | | |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | K-5 Houghton Mifflin Reading | Yes | 0.0 % |
| Mathematics | K-5 Houghton Mifflin Go Math! | Yes | 0.0 % |
| Science | K-5 Houghton Mifflin Science | Yes | 0.0 % |
| History-Social Science | K-5 Harcourt Social Studies | Yes | 0.0 % |
| Foreign Language | | | 0.0 % |
| Health | | | 0.0 % |
| Visual and Performing Arts | | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | | | 0.0 % |

Last updated: 1/20/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: May 2015

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: May 2015

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/11/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | |
|--|--|----------|-------|
| | School | District | State |
| English Language Arts / Literacy (grades 3-8 and 11) | 55.0% | 68.0% | 44.0% |
| Mathematics (grades 3-8 and 11) | 47.0% | 55.0% | 33.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 100 | 98 | 98.0% | 15.0% | 28.0% | 22.0% | 35.0% |
| Male | 100 | 45 | 45.0% | 18.0% | 31.0% | 31.0% | 20.0% |
| Female | 100 | 53 | 53.0% | 13.0% | 25.0% | 15.0% | 47.0% |
| Black or African American | 100 | 3 | 3.0% | -- | -- | -- | -- |
| American Indian or Alaska Native | 100 | 1 | 1.0% | -- | -- | -- | -- |
| Asian | 100 | 6 | 6.0% | -- | -- | -- | -- |
| Filipino | 100 | 1 | 1.0% | -- | -- | -- | -- |
| Hispanic or Latino | 100 | 33 | 33.0% | 18.0% | 36.0% | 27.0% | 18.0% |
| Native Hawaiian or Pacific Islander | 100 | 3 | 3.0% | -- | -- | -- | -- |
| White | 100 | 40 | 40.0% | 13.0% | 15.0% | 25.0% | 48.0% |
| Two or More Races | 100 | 11 | 11.0% | 9.0% | 18.0% | 18.0% | 55.0% |
| Socioeconomically Disadvantaged | 100 | 32 | 32.0% | 25.0% | 38.0% | 25.0% | 13.0% |
| English Learners | 100 | 15 | 15.0% | 40.0% | 40.0% | 7.0% | 13.0% |
| Students with Disabilities | 100 | 15 | 15.0% | 27.0% | 47.0% | 13.0% | 13.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 97 | 97 | 100.0% | 27.0% | 20.0% | 24.0% | 30.0% |
| Male | 97 | 51 | 52.6% | 29.0% | 22.0% | 20.0% | 29.0% |
| Female | 97 | 46 | 47.4% | 24.0% | 17.0% | 28.0% | 30.0% |
| Black or African American | 97 | 10 | 10.3% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 97 | 7 | 7.2% | -- | -- | -- | -- |
| Filipino | 97 | 3 | 3.1% | -- | -- | -- | -- |
| Hispanic or Latino | 97 | 33 | 34.0% | 33.0% | 27.0% | 27.0% | 12.0% |
| Native Hawaiian or Pacific Islander | 97 | 1 | 1.0% | -- | -- | -- | -- |
| White | 97 | 38 | 39.2% | 21.0% | 18.0% | 24.0% | 37.0% |
| Two or More Races | 97 | 5 | 5.2% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 97 | 36 | 37.1% | 36.0% | 14.0% | 31.0% | 19.0% |
| English Learners | 97 | 10 | 10.3% | -- | -- | -- | -- |
| Students with Disabilities | 97 | 15 | 15.5% | 53.0% | 13.0% | 13.0% | 20.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 103 | 103 | 100.0% | 21.0% | 23.0% | 34.0% | 21.0% |
| Male | 103 | 52 | 50.5% | 27.0% | 21.0% | 35.0% | 17.0% |
| Female | 103 | 51 | 49.5% | 16.0% | 25.0% | 33.0% | 25.0% |
| Black or African American | 103 | 9 | 8.7% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 103 | 13 | 12.6% | 15.0% | 15.0% | 38.0% | 31.0% |
| Filipino | 103 | 2 | 1.9% | -- | -- | -- | -- |
| Hispanic or Latino | 103 | 43 | 41.7% | 35.0% | 30.0% | 28.0% | 7.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 103 | 32 | 31.1% | 3.0% | 16.0% | 38.0% | 44.0% |
| Two or More Races | 103 | 4 | 3.9% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 103 | 35 | 34.0% | 46.0% | 26.0% | 26.0% | 3.0% |
| English Learners | 103 | 15 | 14.6% | 73.0% | 13.0% | 13.0% | 0.0% |
| Students with Disabilities | 103 | 9 | 8.7% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 100 | 97 | 97.0% | 13.0% | 27.0% | 36.0% | 24.0% |
| Male | 100 | 45 | 45.0% | 13.0% | 33.0% | 27.0% | 27.0% |
| Female | 100 | 52 | 52.0% | 13.0% | 21.0% | 44.0% | 21.0% |
| Black or African American | 100 | 3 | 3.0% | -- | -- | -- | -- |
| American Indian or Alaska Native | 100 | 1 | 1.0% | -- | -- | -- | -- |
| Asian | 100 | 6 | 6.0% | -- | -- | -- | -- |
| Filipino | 100 | 1 | 1.0% | -- | -- | -- | -- |
| Hispanic or Latino | 100 | 32 | 32.0% | 25.0% | 38.0% | 28.0% | 9.0% |
| Native Hawaiian or Pacific Islander | 100 | 3 | 3.0% | -- | -- | -- | -- |
| White | 100 | 40 | 40.0% | 5.0% | 25.0% | 38.0% | 33.0% |
| Two or More Races | 100 | 11 | 11.0% | 9.0% | 9.0% | 45.0% | 36.0% |
| Socioeconomically Disadvantaged | 100 | 32 | 32.0% | 22.0% | 44.0% | 31.0% | 3.0% |
| English Learners | 100 | 15 | 15.0% | 47.0% | 20.0% | 27.0% | 7.0% |
| Students with Disabilities | 100 | 14 | 14.0% | 21.0% | 50.0% | 14.0% | 14.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 97 | 97 | 100.0% | 15.0% | 38.0% | 28.0% | 19.0% |
| Male | 97 | 51 | 52.6% | 14.0% | 41.0% | 24.0% | 22.0% |
| Female | 97 | 46 | 47.4% | 17.0% | 35.0% | 33.0% | 15.0% |
| Black or African American | 97 | 10 | 10.3% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 97 | 7 | 7.2% | -- | -- | -- | -- |
| Filipino | 97 | 3 | 3.1% | -- | -- | -- | -- |
| Hispanic or Latino | 97 | 33 | 34.0% | 21.0% | 52.0% | 27.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 97 | 1 | 1.0% | -- | -- | -- | -- |
| White | 97 | 38 | 39.2% | 11.0% | 37.0% | 29.0% | 24.0% |
| Two or More Races | 97 | 5 | 5.2% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 97 | 36 | 37.1% | 19.0% | 50.0% | 19.0% | 11.0% |
| English Learners | 97 | 10 | 10.3% | -- | -- | -- | -- |
| Students with Disabilities | 97 | 15 | 15.5% | 33.0% | 40.0% | 20.0% | 7.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 103 | 103 | 100.0% | 29.0% | 34.0% | 14.0% | 23.0% |
| Male | 103 | 52 | 50.5% | 35.0% | 21.0% | 12.0% | 33.0% |
| Female | 103 | 51 | 49.5% | 24.0% | 47.0% | 16.0% | 14.0% |
| Black or African American | 103 | 9 | 8.7% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 103 | 13 | 12.6% | 15.0% | 8.0% | 31.0% | 46.0% |
| Filipino | 103 | 2 | 1.9% | -- | -- | -- | -- |
| Hispanic or Latino | 103 | 43 | 41.7% | 40.0% | 44.0% | 2.0% | 14.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 103 | 32 | 31.1% | 16.0% | 31.0% | 22.0% | 31.0% |
| Two or More Races | 103 | 4 | 3.9% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 103 | 35 | 34.0% | 46.0% | 40.0% | 6.0% | 9.0% |
| English Learners | 103 | 15 | 14.6% | 73.0% | 20.0% | 0.0% | 7.0% |
| Students with Disabilities | 103 | 9 | 8.7% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 78.0% | 84.0% | 77.0% | 81.0% | 83.0% | 79.0% | 59.0% | 60.0% | 56.0% |

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 79.0% |
| All Students at the School | 77.0% |
| Male | 79.0% |
| Female | 76.0% |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | 84.0% |
| Filipino | -- |
| Hispanic or Latino | 58.0% |
| Native Hawaiian or Pacific Islander | -- |
| White | 100.0% |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | 57.0% |
| English Learners | 16.0% |
| Students with Disabilities | -- |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Career Technical Education Participation (School Year 2014-15)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | -- |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

Courses for University of California and/or California State University Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.0% |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

State Priority: Other Pupil Outcomes

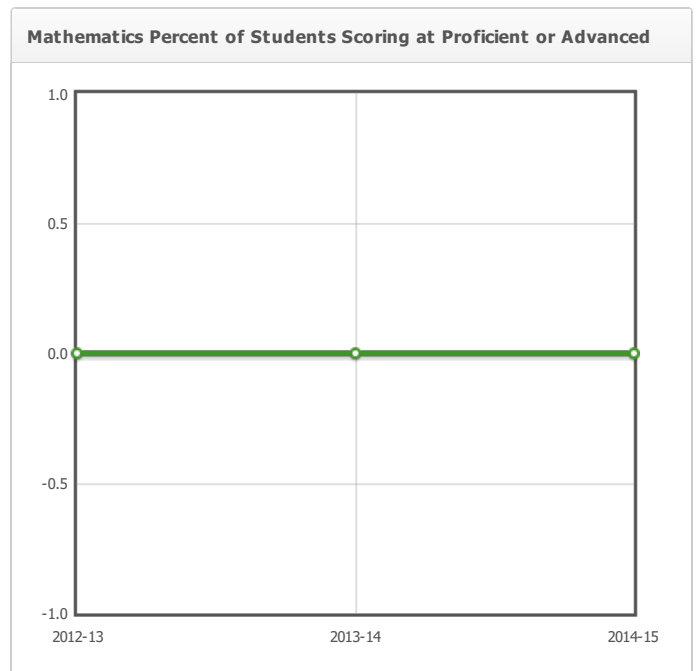
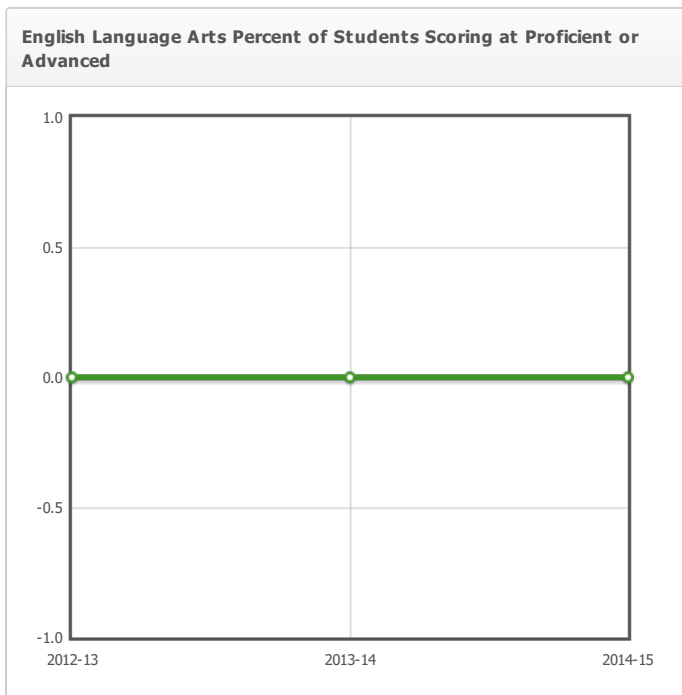
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English Language Arts | 0.0% | 0.0% | 0.0% | 75.0% | 42.0% | 46.0% | 57.0% | 56.0% | 58.0% |
| Mathematics | 0.0% | 0.0% | 0.0% | 74.0% | 41.0% | 46.0% | 60.0% | 62.0% | 59.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

| Student Group | English Language Arts | | | Mathematics | | |
|---|------------------------|--------------------|------------------|------------------------|--------------------|------------------|
| | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| All Students in the LEA | -- | -- | -- | -- | -- | -- |
| All Students at the School | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |

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.

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

At Washington School, we believe that successful children have involved families and successful schools encourage all families and community member to become involved. Washington School has an open door policy and parents are always welcome both in individual classrooms and at whole school events. During the school day parents work in classrooms assisting with small groups of students or helping the teacher with classroom organization. It is impossible to walk through the hallways without seeing Washington families.

We work to provide a variety of activities for families to participate in school events and support their child by attending school functions. Opportunities include Back to School Night, Coffee with the Principal, Open House, Parent conferences, Family Nights, and ParentWise Education Series. Our PTA is active and involved in supporting all students at school. The School Site Council meets throughout the year to discuss our School Plan and how we spend money on programs at Washington School. We encourage all families to visit the office and ask how to become involved.

State Priority: Pupil Engagement

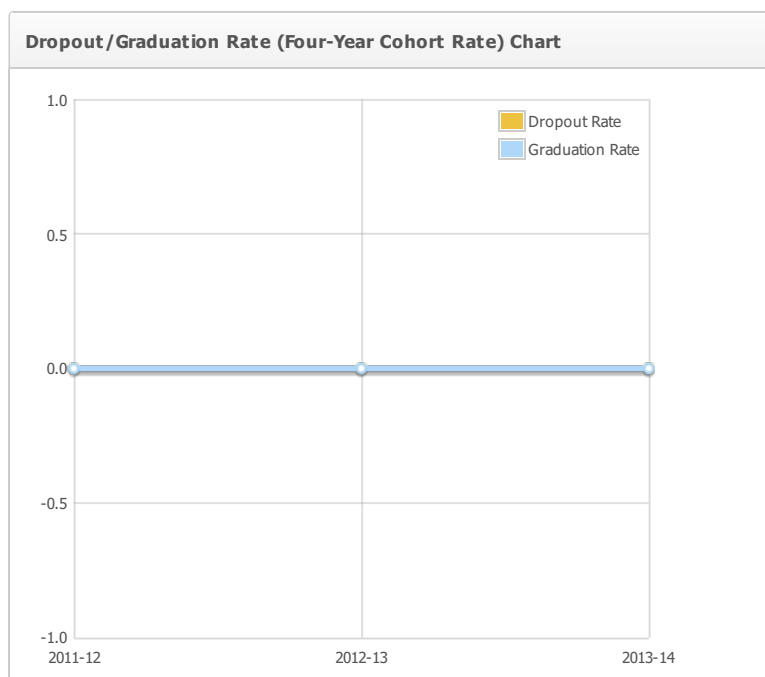
Last updated: 1/26/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 13.1% | 11.4% | 11.5% |
| Graduation Rate | 0.00 | 0.00 | 0.00 | 91.70 | 90.70 | 94.10 | 78.87 | 80.44 | 80.95 |



Completion of High School Graduation Requirements

| Student Group | Graduating Class of 2014 | | |
|-------------------------------------|---------------------------------|-----------------|--------------|
| | School | District | State |
| All Students | -- | 70 | 84 |
| Black or African American | -- | 62 | 76 |
| American Indian or Alaska Native | -- | 64 | 78 |
| Asian | -- | 79 | 92 |
| Filipino | -- | 90 | 96 |
| Hispanic or Latino | -- | 72 | 81 |
| Native Hawaiian or Pacific Islander | -- | 59 | 83 |
| White | -- | 72 | 89 |
| Two or More Races | -- | 74 | 82 |
| Socioeconomically Disadvantaged | -- | 69 | 81 |
| English Learners | -- | 38 | 50 |
| Students with Disabilities | -- | 43 | 61 |
| Foster Youth | -- | -- | -- |

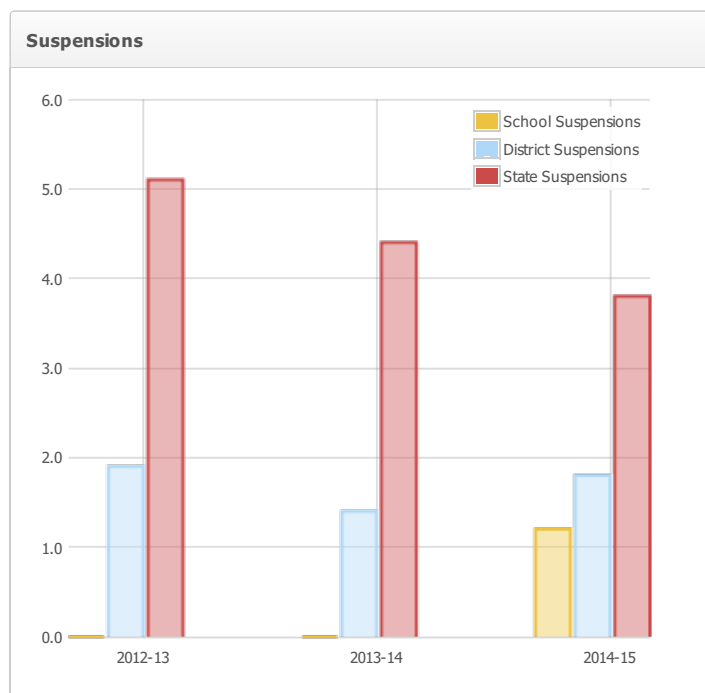
State Priority: School Climate

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

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 0.0 | 0.0 | 1.2 | 1.9 | 1.4 | 1.8 | 5.1 | 4.4 | 3.8 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |



School Safety Plan - Most Recent Year

The Redondo Beach Unified School District has developed Comprehensive School Safety Plans and coordinated school crisis response procedures in partnership with law enforcement and emergency response organizations. The Comprehensive School Safety Plans meet the requirements of the annual Safety Plan Process under California SB 187. As stated in SB 187, school safety plans are updated annually with participation from staff and additional stakeholders in a School Site Council.

District schools have also developed a "Grab and Go" guide to supplement the Comprehensive School Safety Plans. The Grab and Go guides detail teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

Last updated: 1/28/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

| AYP Criteria | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall | Yes | Yes | |
| Met Participation Rate - English Language Arts | Yes | Yes | |
| Met Participation Rate - Mathematics | Yes | Yes | |
| Met Percent Proficient - English Language Arts | N/A | N/A | |
| Met Percent Proficient - Mathematics | N/A | N/A | |
| Met Attendance Rate | | | |
| Met Graduation Rate | N/A | Yes | |

Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2013-2014 | 2013-2014 |
| Year in Program Improvement | Year 1 | Year 1 |
| Number of Schools Currently in Program Improvement | N/A | 2 |
| Percent of Schools Currently in Program Improvement | N/A | 50.0% |

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | 2013-14 | | | 2014-15 | | |
|-------------|--------------------|---------------------|-------|--------------------|---------------------|------|--------------------|---------------------|-----|
| | Average Class Size | Number of Classes * | | Average Class Size | Number of Classes * | | Average Class Size | Number of Classes * | |
| | | 1-20 | 21-32 | | 33+ | 1-20 | | 21-32 | 33+ |
| K | 25.0 | 6 | | 27.0 | 6 | | 24.0 | 7 | |
| 1 | 27.0 | 4 | | 25.0 | 5 | | 23.0 | 2 | 4 |
| 2 | 27.0 | 3 | | 25.0 | 4 | | 24.0 | | 5 |
| 3 | 28.0 | 4 | | 24.0 | 4 | | 20.0 | 4 | 1 |
| 4 | 34.0 | | 3 | 34.0 | | 3 | 32.0 | | 2 1 |
| 5 | 30.0 | 3 | | 34.0 | | 3 | 34.0 | | 3 |
| 6 | | | | | | | | | |
| Other | | | | | | | | | |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|----------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | 1.0 | N/A |
| Library Media Teacher (librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | 0.8 | N/A |
| Psychologist | 0.6 | N/A |
| Social Worker | | N/A |
| Nurse | 0.3 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | | N/A |

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

*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.

Last updated: 1/28/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$7641.8 | \$2797.5 | \$4844.3 | \$71488.6 |
| District | N/A | N/A | \$5279.4 | \$72814.0 |
| Percent Difference – School Site and District | N/A | N/A | -8.2% | -1.8% |
| State | N/A | N/A | \$5348.0 | \$69257.0 |
| Percent Difference – School Site and State | N/A | N/A | -9.4% | 3.2% |

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

Last updated: 1/26/2016

Types of Services Funded (Fiscal Year 2014-15)

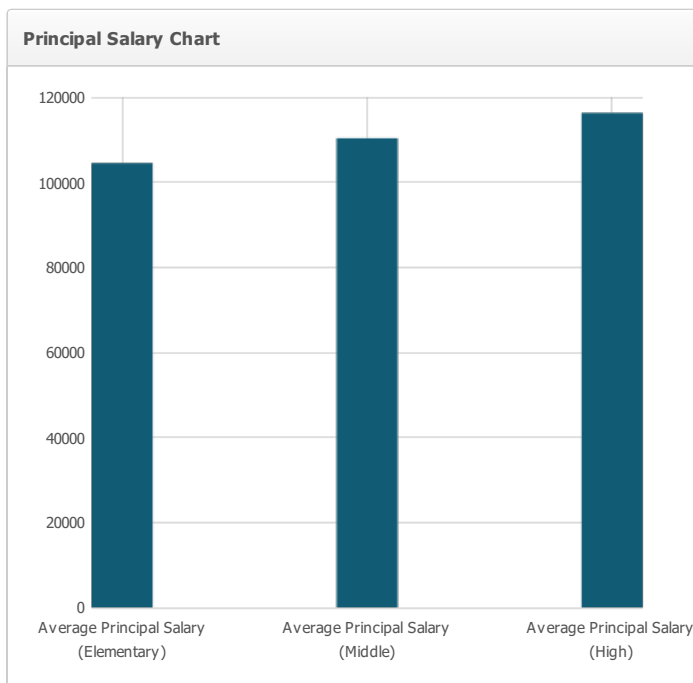
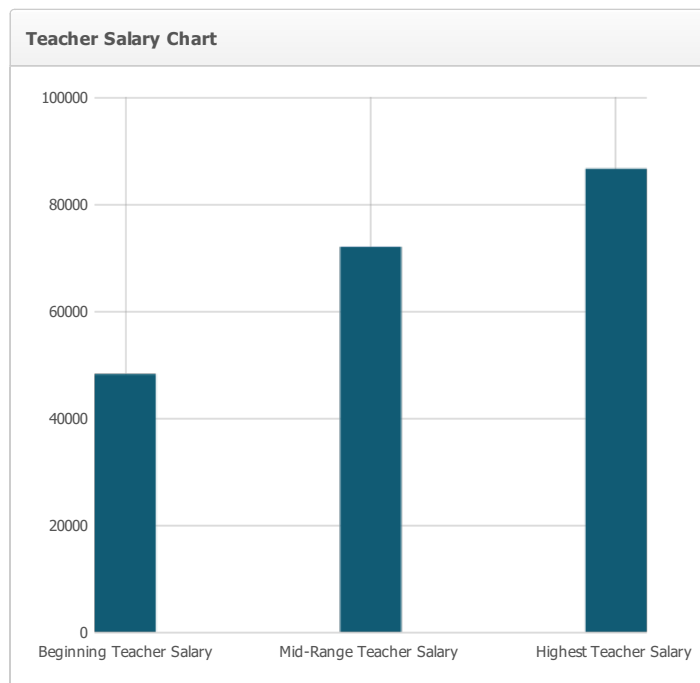
Last year Washington School received restricted funds for state and federal programs. These included Title I, LCFF Base Funding, and LCFF Supplemental Funding. Title 1 funding provided the following programs and supplemental services: Title 1 Instructional Aide, professional development in ELA and math, staff development, before and after school interventions and enrichments, instructional assemblies, supplemental books, and periodicals for both classrooms and the library. LCFF Base Funding provided instructional and office supplies, professional development in ELA and Math, and books for classroom libraries. LCFF Supplemental Funding provided the following programs and supplemental services: Instructional Aides, instructional supplies, and math manipulatives for the classroom.

Last updated: 1/26/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,236 | \$42,315 |
| Mid-Range Teacher Salary | \$72,001 | \$66,451 |
| Highest Teacher Salary | \$86,612 | \$85,603 |
| Average Principal Salary (Elementary) | \$104,496 | \$105,079 |
| Average Principal Salary (Middle) | \$110,338 | \$111,005 |
| Average Principal Salary (High) | \$116,302 | \$121,310 |
| Superintendent Salary | \$248,729 | \$189,899 |
| Percent of Budget for Teacher Salaries | 42.0% | 39.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 6.0% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/19/2016

Advanced Placement Courses (School Year 2014-15)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | | N/A |
| All Courses | | -- |

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Professional Development – Most Recent Three Years

The Redondo Beach Unified School District is focusing staff professional development (PD) in three main areas: effective instructional strategies aligned to Common Core State Standards (CCSS) at school sites; use of technology in instruction; and the implementation of Positive Behavioral Intervention and Supports (PBIS) in all schools. While the current PD does focus on instruction and curriculum in mathematics and English Language Arts (ELA), the RBUSD is also developing PD for the Next Generation Science Standards (NGSS) and social science standards.

The RBUSD is engaged in a multi-layered approach to delivering PD. The District provides PD through: teacher release time; conference attendance; one-day workshops; mentoring; and after-school, "early out" days. The elementary schools utilize weekly collaborative planning time through the implementation of a School Instructional Leadership Team and grade level leads.

The use of student data is critical to better assess and support individual student development. The District provides training on our student data management, Illuminate Education, to analyze individual and aggregate student progress. Elementary teachers and secondary math teachers utilize the Tenmarks math program both to assign and assess student performance. All of the above teachers have had PD training on the Tenmarks program.

Internal PD offerings are supplemented by partnering with external professional development organizations, including universities such as LMU and UCLA. Our partners advise on the District's program development and provide PD for teachers and administration on instructional programs for all students.

The District is designing a teacher coaching model in concert with the Redondo Beach Teachers Association to mentor teacher development in: differentiating instruction; developing CCSS aligned lesson plans; as well as English Language Development aligned instruction strategies to better support our English Learner student population.

Our new teachers are supported at school sites and at the District level through the Beginning Teacher Support and Assessments (BTSA) Program where each new teacher is mentored by a BTSA support provider. By working within BTSA, a new teacher receives support and resources to improve their teaching pedagogy.

Through the collective bargaining process, additional paid professional development days have been added to the teacher work calendar (1 additional day in 2015-2016, 2 additional days in 2016-2017 and 2017-2018).

Last updated: 1/13/2016