



Washington Elementary

Home of the Explorers

Redondo Beach, CA



1100 Lilienthal Lane, Redondo Beach, CA 90278

2012-13 School Accountability Report Card ~ Published in 2013-14

Redondo Beach
Unified School District

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Mrs. Jaqueline O'Sullivan

Superintendent

Dr. Steven Keller

Board of Education

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RBUSD

Mission Statement

We, in the Redondo Beach Unified School District, are dedicated to providing every student with the knowledge and skills necessary to succeed in a global society, today, and in the future.

1401 Inglewood Avenue
Redondo Beach, CA 90278
310-379-5449
www.rbusd.org

School Description and Mission Statement

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 almost 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, Spanish Dual Immersion in grades K and 1 and students meeting Title I criteria.

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 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.

Opportunities for Parental Involvement

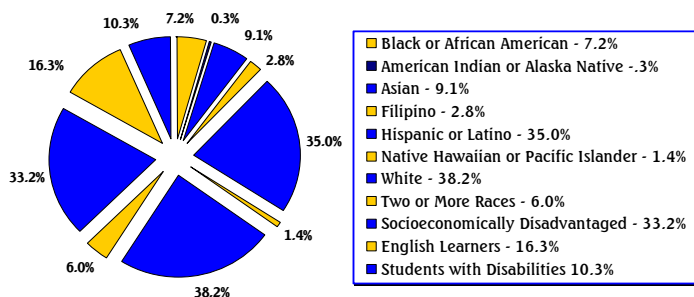
At Washington School, we believe that successful children have involved families and successful schools encourage all families and community member to become involved. Washington School has an open door policy and parents are always welcome both in individual classrooms and at whole school events. During 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. 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.

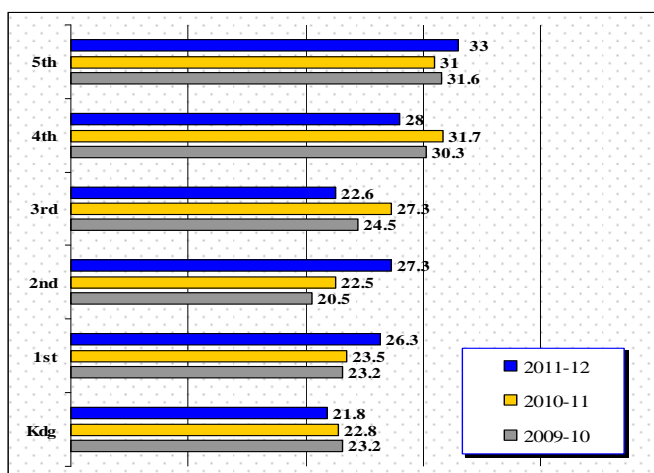
Student Enrollment by Grade Level (2012-13)

Kdg	1 st	2 nd	3 rd	4 th	5 th	Total
150	106	95	96	101	90	638

Student Enrollment by Subgroup (2012-13)



Average Class Size



Class Size Distribution

Yr.	Grade Level	Number of Classes		
		1-20	21-32	33+
2010-11	K	3	3	
	1	1	3	
	2	2	2	
	3		3	
	4		3	
2011-12	K	4	1	
	1		3	
	2		4	
	3	2	3	
	4		3	
2012-13	K		6	
	1		4	
	2	1	3	
	3	1	3	
	4			3
	5		3	

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

RATE	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	.35	.2	14.1	4.12	2.7	2.8
Expulsions	0.0	0.0	0.0	0.11	.08	.07

School Safety Plan

At Washington School, safety is one of our highest priorities. Washington has a comprehensive school safety plan that includes emergency response procedures. A large disaster drill is held in the fall for all staff and students to participate. We critique our response after the drill and work to improve our plan. All sites and the district office have Emergency Plans aligned with the State Emergency Management System (SEMS). The plans link communication, resources, services and facilities in an up-to-date plan, under the direction of Frank DeSena, Director of Student Services.

School Facility Conditions and Planned Improvements

Washington's facility has been upgraded by several bond measures passed by the citizens of Redondo Beach. The projects include modernization of classrooms and infrastructure, addition of new classrooms, addressing of health and safety issues, enhancement of restrooms, and upgrades in the multipurpose room. Solar Shade structures are under construction currently in the main parking lot.

School Facility Good Repair Status (School Year 2013-14)

Item Inspected	Repair Status			Repairs Needed and Action
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			
Interior: Interior Surfaces	✓			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓			
Electrical: Electrical	✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓			
Safety: Fire Safety, Hazardous Materials	✓			
Structural: Structural Damage, Roofs	✓			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓			

Overall Facility Rating (School Year 2012-13)

Exemplary

TEACHERS

Teacher Credentials

This table displays the number of teachers with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District 2012-13
	2010-11	2011-12	2012-13	
With Full Credential	25	27	26	376
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Support Staff (2012-13)

The following is support staff and their fulltime equivalent. The average number of students per Academic Counselor is **638**.

Academic Counselor	1
Librarian	
Psychologist	.80
Social Worker	
Nurse	
Health Aide	1
Speech/Language/ Hearing Specialist	1
Resource Specialist	2

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2011-12	2012-13	2013-14
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.

Core Academic Classes Taught by Highly Qualified Teachers (2012-13)

This table displays the % of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

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.

Professional Development

The Redondo Beach Unified School District recognizes the importance of offering high quality staff development opportunities for all personnel. Throughout the year Washington teachers and school administration meet to focus on increasing student achievement. Teachers meet in grade level teams to review student work and plan core curriculum. Teachers meet each Monday in grade levels to study and plan for the Common Core implementation. Staff is offered opportunities to participate in workshops and in-service activities designed to improve instruction and assessment including 1:1 coaching and grade level planning for Readers and Writers Workshop and Common Core State Standards. The Washington staff will continue to work together and seek opportunities to improve instruction for all students.

CURRICULUM AND INSTRUCTIONAL MATERIALS

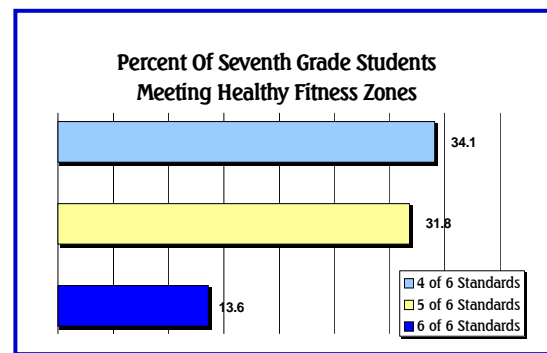
Quality, Currency, and Availability of Textbooks and Instructional Materials (2013-14)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was received and approved by the Board of Education on September 24, 2013.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% of Pupils Who Lack Their Own Assigned Textbooks & Instructional Materials
Reading/Language Arts	K-5 Houghton Mifflin Reading	0%
Mathematics	K-5 Houghton Mifflin Math	0%
Science	K-5 Houghton Mifflin Science	0%
History-Social Science	K-5 Harcourt Social Studies	0%

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Website [Physical Fitness Testing \(PFT\)](#).



STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Subject	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	72	77	73	74	78	78	54	56	55
Mathematics	84	86	79	67	70	67	49	50	50
Science	74	85	79	82	85	82	57	60	59
History-Social Science	n/a	n/a	n/a	70	73	74	48	49	49

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level for the most recent testing period. Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	67	82	74
All Students at the School	73	79	79	n/a
Male	69	80	81	n/a
Female	77	77	77	n/a
Black or African American	71	74	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	91	94	n/a	n/a
Filipino	93	100	n/a	n/a
Hispanic or Latino	60	64	52	n/a
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	80	86	91	n/a
Two or More Races	75	100	n/a	n/a
Socioeconomically Disadvantaged	59	70	68	n/a
English Learners	37	49	n/a	n/a
Students with Disabilities	59	64	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

ACCOUNTABILITY

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks

The statewide API rank ranges from one (lowest) to ten (highest). The schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	10	10	10

Academic Performance Index

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2010-11	2011-12	2012-13
This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/D" means that no data were available to the CDE or LEA to report.	All Students at the School	57	15	-14
	Black or African American			
	American Indian or Alaska Native			
	Asian			
	Filipino			
	Hispanic or Latino	80	20	-13
	Native Hawaiian or Pacific Islander			
	White	36	22	-1
	Two or More Races			
	Socioeconomically Disadvantaged	71	5	-14
	English Learners	105	-28	-16
Students with Disabilities				

Academic Performance Index Growth by Student Group - 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	370	892	6,442	887	4,655,989	790
Black or African American	33	869	436	826	296,463	708
American Indian or Alaska Native	1		31	835	30,394	743
Asian	39	945	739	939	406,527	906
Filipino	14	960	179	919	121,054	867
Hispanic or Latino	128	837	1,458	830	2,438,951	744
Native Hawaiian or Pacific Islander	4		62	871	25,351	774
White	139	920	3,262	908	1,200,127	853
Two or More Races	12	944	275	892	125,025	824
Socioeconomically Disadvantaged	161	850	1,492	824	2,774,640	743
English Learners	63	804	613	805	1,482,316	721
Students with Disabilities	54	807	819	750	527,476	615

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)
- Detailed information about AYP can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

AYP Overall and by Criteria (School Year 2012-13)	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	N/A	Yes

“Yes” Met 2012 AYP Criteria “No” Did not Meet 2012 AYP Criteria

Federal Intervention Program (2013-14)

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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-14	2013-14
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%

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	8097.82	2888.66	5209.16	67155.67
District			5361.19	\$71706
Percent Difference School Site and District			-2.8%	-5.9%
State			\$5537	\$67106
Percent Difference School Site and State			-6.3%	-1.3%

Teacher and Administrative Salaries (Fiscal Year 2011-12)

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits Web page](#).

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,290	\$40,928
Mid-Range Teacher Salary	\$70,589	\$64,449
Highest Teacher Salary	\$84,914	\$82,826
Average Principal Salary (Elementary)	\$102,682	\$102,640
Average Principal Salary (Middle)	\$107,964	\$109,253
Average Principal Salary (High)	\$114,058	\$118,527
Superintendent Salary	\$239,658	\$183,968
Percent of Budget for Teacher Salaries	43.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

Types of Services Funded (Fiscal Year 2012-13)

Last year Washington School received restricted funds for state and federal programs. These included Title I, Economics Impact Aid/Limited English Proficient (EIA/LEP). Additional funds were received for the Gifted and Talented (GATE) program and for special education. Approximately 60% of the total district budget is spent in the classroom on instruction, books, supplies and equipment. Another 20% of the budget is spent at the school for support services such as the school nurse, food services, the library, guidance services, custodians and administrators. The remaining 20% covers district services such as business (including utilities), instructional support and personnel.



Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#). For additional information about the school, parents 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).