

# Washington Elementary

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Washington Elementary
<b>Street</b>	1100 Lilienthal Ln.
<b>City, State, Zip</b>	Redondo Beach, CA 90278-4557
<b>Phone Number</b>	310.798.8641
<b>Principal</b>	Andrea Bittick
<b>E-mail Address</b>	abittick@rbusd.org
<b>Web Site</b>	<a href="http://washington.rbusd.org/">http://washington.rbusd.org/</a>
<b>CDS Code</b>	19753416022156

District Contact Information	
District Name	Redondo Beach Unified School District
Phone Number	(310) 379-5449
Superintendent	Dr. Steven Keller
E-mail Address	skeller@rbusd.org
Web Site	<a href="http://www.rbusd.org/">http://www.rbusd.org/</a>

### School Description and Mission Statement (School Year 2017-18)

#### 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 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 Program 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. Cooperative Team Meetings are held twice yearly to discuss each student's needs and possible interventions using the Response to Intervention (RTI) model.

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 Live Well Kids, Mind Up, campus gardens, and Walking School Bus. Washington School employs a part-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. Washington School develops and reinforces--in both students and school staff--character traits, such as caring, citizenship, fairness, respect, responsibility, and trust worthiness. 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. 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.

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	132
Grade 1	137
Grade 2	114
Grade 3	129
Grade 4	126
Grade 5	102
<b>Total Enrollment</b>	<b>740</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.5
Asian	10.1
Filipino	1.4
Hispanic or Latino	39.9
Native Hawaiian or Pacific Islander	0.5
White	32.8
Two or More Races	11.4
Socioeconomically Disadvantaged	18.6
English Learners	11.4
Students with Disabilities	10.8
Foster Youth	0.5

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	33	35	444
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin Reading	Yes	0
Mathematics	K-5 Houghton Mifflin Go Math!	Yes	0
Science	K-5 Houghton Mifflin Science	Yes	0
History-Social Science	K-5 Harcourt Social Studies	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

New shade structures (4) on playground.  
 Added bottle filler drinking fountains.  
 Modernized 2 classrooms.  
 Bogan PA upgrade.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	66	68	73	73	48	48
Mathematics (grades 3-8 and 11)	66	69	61	65	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	359	358	99.72	68.16
Male	177	176	99.44	63.64
Female	182	182	100	72.53
Black or African American	15	15	100	40
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100	91.18
Filipino	--	--	--	--
Hispanic or Latino	140	140	100	58.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	116	115	99.14	71.3
Two or More Races	44	44	100	84.09
Socioeconomically Disadvantaged	80	80	100	38.75
English Learners	53	53	100	47.17
Students with Disabilities	53	52	98.11	36.54
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	359	357	99.44	68.63
Male	177	176	99.44	70.45
Female	182	181	99.45	66.85
Black or African American	15	15	100	40
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100	85.29
Filipino	--	--	--	--
Hispanic or Latino	140	139	99.29	56.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	116	115	99.14	76.52
Two or More Races	44	44	100	84.09
Socioeconomically Disadvantaged	80	79	98.75	43.04
English Learners	53	53	100	47.17
Students with Disabilities	53	52	98.11	44.23
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	77	86	79	81	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.7	31.4	47.1

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 (School Year 2017-18)

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, Watch DOGS, Safety Task Force, and Parent Education Nights. 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: 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.2	1.9	1.1	1.8	1.8	1.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 SB187, 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 guide details teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

## 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.

### Federal Intervention Program (School Year 2017-18)

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	66.7

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		7		26		5		22	2	4	
1	23	2	4		23		5		23		6	
2	24		5		22		6		23		5	
3	20	4	1		25		5		23		5	
4	32		2	1	29		3		28		3	2
5	34			3	28		4		34			3

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	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.



**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9111.41	3155.51	5955.90	72849.07
District	N/A	N/A	6879.79	\$80,788
Percent Difference: School Site and District	N/A	N/A	-13.4	-9.8
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-9.4	-2.2

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

**Types of Services Funded (Fiscal Year 2016-17)**

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.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,595	\$46,511
Mid-Range Teacher Salary	\$79,999	\$73,293
Highest Teacher Salary	\$96,233	\$92,082
Average Principal Salary (Elementary)	\$118,804	\$113,263
Average Principal Salary (Middle)	\$128,132	\$120,172
Average Principal Salary (High)	\$134,930	\$131,203
Superintendent Salary	\$295,290	\$213,732
Percent of Budget for Teacher Salaries	42%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

## Professional Development (Most Recent Three Years)

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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 BT SA 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).