



Washington Elementary

Home of the Explorers
Redondo Beach, CA



1100 Lilienthal Lane, Redondo Beach, CA 90278
2011-12 School Accountability Report Card ~ Published in 2012-13

Redondo Beach Unified School District

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RBUSD

Mission Statement

We, in the Redondo Beach Unified School District community, 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 635 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.

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.

Opportunities for Parental Involvement

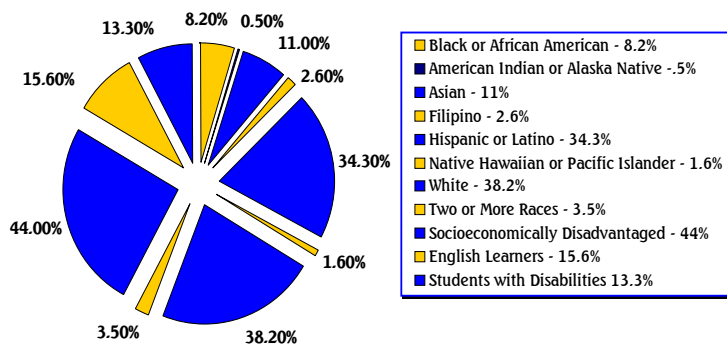
At Washington School, we believe that successful children have involved families and successful schools encourage all families and community member to become involved. Washington School has an open door policy and parents are always welcome both in individual classrooms and at whole school events. During 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 (2011-12)

Kdg	1 st	2 nd	3 rd	4 th	5 th	Total
109	91	97	91	84	99	571

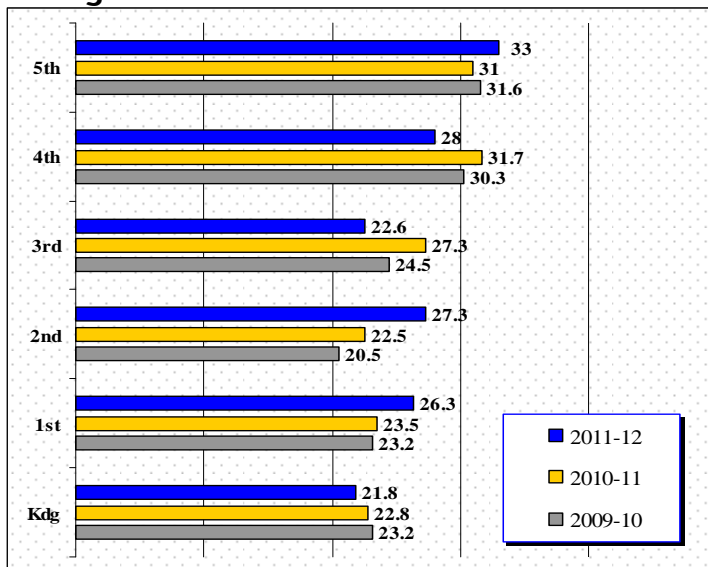
Student Enrollment by Subgroup (2011-12)



Class Size Distribution

Yr.	Grade Level	Number of Classes		
		1-20	21-32	33+
2009-10	K		5	
	1		4	
	2	4		
	3		4	
	4		3	
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	
	5		1	2

Average Class Size



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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	1.7	.35	.2	3.07	4.12	2.7
Expulsions	0.0	0.0	0.0	0.05	0.11	.08

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 was among the first schools to have its site upgraded with a portion of the \$52 million bond measure, passed by the citizens of Redondo Beach. The projects included modernization of classrooms, addition of new classrooms, addressing of health and safety issues and enhancement of restrooms. During the summer of 2012, the school received additional upgrades including new windows, painting, and cafeteria renovation.

School Facility Good Repair Status (School Year 2012–13)

Item Inspected	Repair Status				Repairs Needed and Action Taken or Planned
	Exemplary	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 Rating	Good				

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 2011-12
	2009-10	2010-11	2011-12	
With Full Credential	25.5	25	27	380
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Support Staff

The following is support staff and their fulltime equivalent. The average number of students per Academic Counselor is 571.

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

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	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2011-12)

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%

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 in the core curriculum. Teachers meet in grade level teams to review student work and plan core curriculum. 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. The Washington staff will continue to work together and seek opportunities to improve instruction for all students.

CURRICULUM AND INSTRUCTIONAL MATERIALS

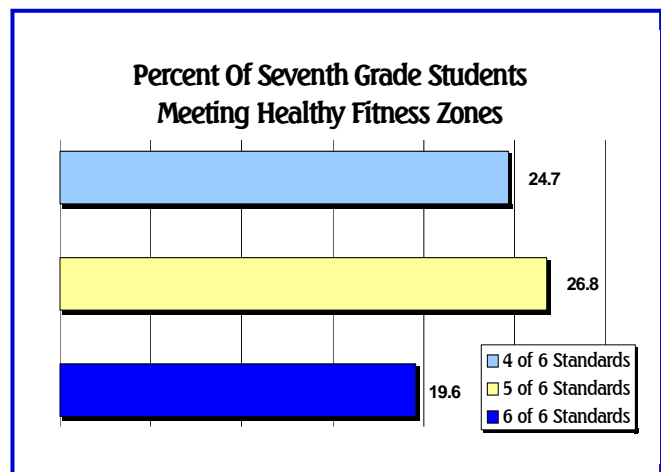
Quality, Currency, and Availability of Textbooks and Instructional Materials (2012-13)

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 October 2, 2012.

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

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 tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing assessment.

The CST's are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for Students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	61	72	77	72	74	78	52	54	56
Mathematics	70	84	86	64	67	69	48	50	51
Science	65	74	85	79	82	84	54	57	60
History-Social Science	0	0	0	68	70	72	44	48	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	69	84	72
All Students at the School	77	86	85	
Male	75	87	85	
Female	79	85	84	
Black or African American	79	86		
American Indian or Alaska Native				
Asian	80	92	92	
Filipino	82	100		
Hispanic or Latino	72	79	76	
Native Hawaiian or Pacific Islander				
White	80	89	89	
Two or More Races				
Socioeconomically Disadvantaged	66	80	76	
English Learners	46	68		
Students with Disabilities	58	71		
Students Receiving Migrant Education Services				

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	2009	2010	2011
Statewide	8	7	9
Similar Schools	5	4	10

Academic Performance Index

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2009-10	2010-11	2011-12
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	-5	57	15
	Black or African American			
	American Indian or Alaska Native			
	Asian			
	Filipino			
	Hispanic or Latino	-10	80	20
	Native Hawaiian or Pacific Islander			
	White	4	36	22
	Two or More Races			
	Socioeconomically Disadvantaged	-18	71	5
	English Learners	-38	105	-28
	Students with Disabilities			

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	356	907	6,285	891	4,664,264	788
Black or African American	29	906	434	833	313,201	710
American Indian or Alaska Native	2		38	833	31,606	742
Asian	49	924	760	944	404,670	905
Filipino	10		172	918	124,824	869
Hispanic or Latino	127	882	1,443	835	2,425,230	740
Native Hawaiian or Pacific Islander	5		67	892	26,563	775
White	129	922	3,201	910	1,221,860	853
Two or More Races	5		167	911	88,428	849
Socioeconomically Disadvantaged	153	864	1,297	825	2,779,680	737
English Learners	68	821	568	797	1,530,297	716
Students with Disabilities	56	793	802	743	530,935	607

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

AYP Overall and by Criteria	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	Yes	Yes
Met Graduation Rate	N/A	Yes

“Yes” Met 2011 AYP Criteria “No” Did not Meet 2011 AYP Criteria

Federal Intervention Program (2012-13)

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	Not In PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		15.4%

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

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	8138.80	2944.79	5194.01	63,418.21
District			5362.62	\$71,246
Percent Difference School Site and District			-3.1%	-11.0%
State			\$5,455	\$66,336
Percent Difference School Site and State			-4.8%	-4.4%

Teacher and Administrative Salaries (Fiscal Year 2010-11)

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	\$40,656
Mid-Range Teacher Salary	\$70,589	\$64,181
Highest Teacher Salary	\$84,914	\$82,486
Average Principal Salary (Elementary)	\$104,765	\$102,165
Average Principal Salary (Middle)	\$108,964	\$108,480
Average Principal Salary (High)	\$113,308	\$117,845
Superintendent Salary	\$230,440	\$181,081
Percent of Budget for Teacher Salaries	42.00%	40.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

Types of Services Funded (Fiscal Year 2011-12)

Last year Washington School received \$ 181,450 in 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.

[DataQuest](#) is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

[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 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.

[Ed-Data Partnership Web Site](#)

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.