

Washington Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Ms. Kristen Holm, Principal

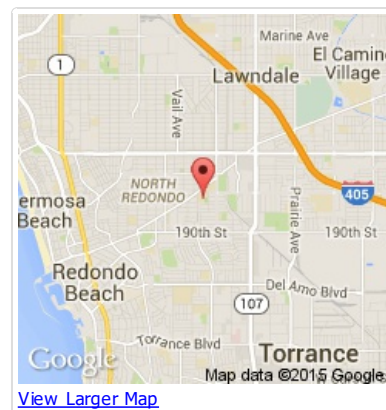
Principal, Washington Elementary

About Our School

Contact

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

School	
School Name	Washington Elementary
Street	1100 Lilienthal Ln.
City, State, Zip	Redondo Beach, Ca, 90278-4557
Phone Number	310-798-8641
Principal	Ms. Kristen Holm, Principal
E-mail Address	kholm@rbusd.org
Web Site	http://washington.rbusd.org
County-District-School (CDS) Code	19753416022156

District	
District Name	Redondo Beach Unified
Phone Number	(310) 379-5449
Web Site	http://www.rbusd.org
Superintendent First Name	Steven
Superintendent Last Name	Keller
E-mail Address	skeller@rbusd.org

Last updated: 1/21/2015

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 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.

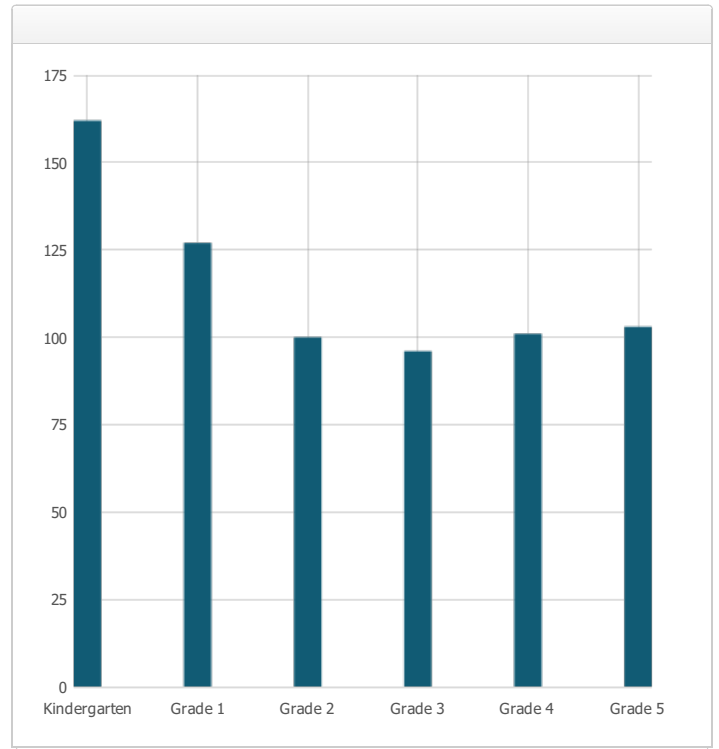
One of the many strengths of Washington School is the total community commitment to the education of all children. This is reflected in the collaboration of school staff in decision-making based on student needs and in the excellent support provided by parents through the PTA, the School Site Council, 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.

Last updated: 1/21/2015

Student Enrollment by Grade Level (School Year 2013-14)

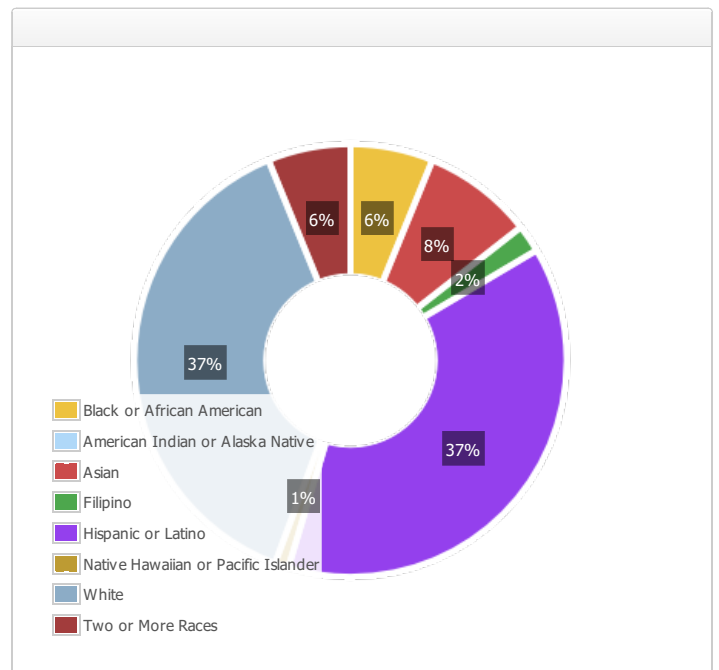
Grade Level	Number of Students
Kindergarten	162
Grade 1	127
Grade 2	100
Grade 3	96
Grade 4	101
Grade 5	103
Total Enrollment	689



Last updated: 1/21/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.3
Asian	8.7
Filipino	2.0
Hispanic or Latino	37.3
Native Hawaiian or Pacific Islander	1.0
White	37.0
Two or More Races	6.8
Socioeconomically Disadvantaged	31.8
English Learners	16.1
Students with Disabilities	8.1



Last updated: 1/21/2015

A. Conditions of Learning

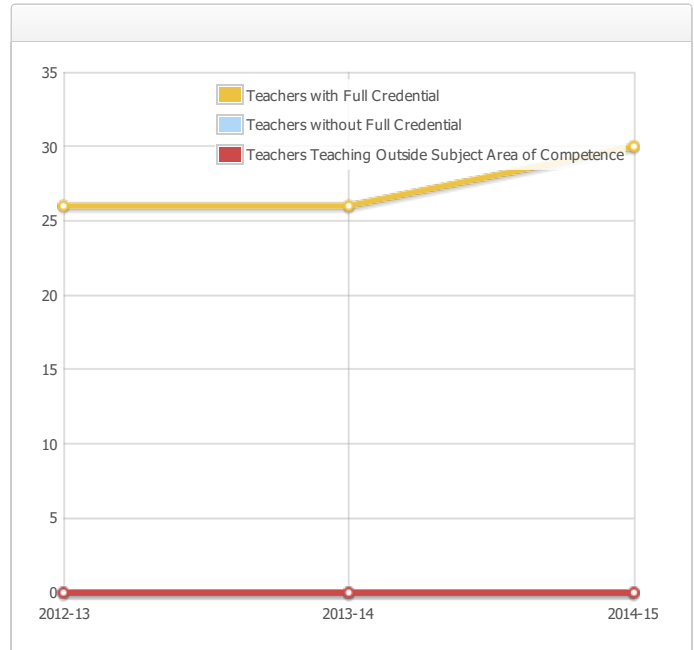
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

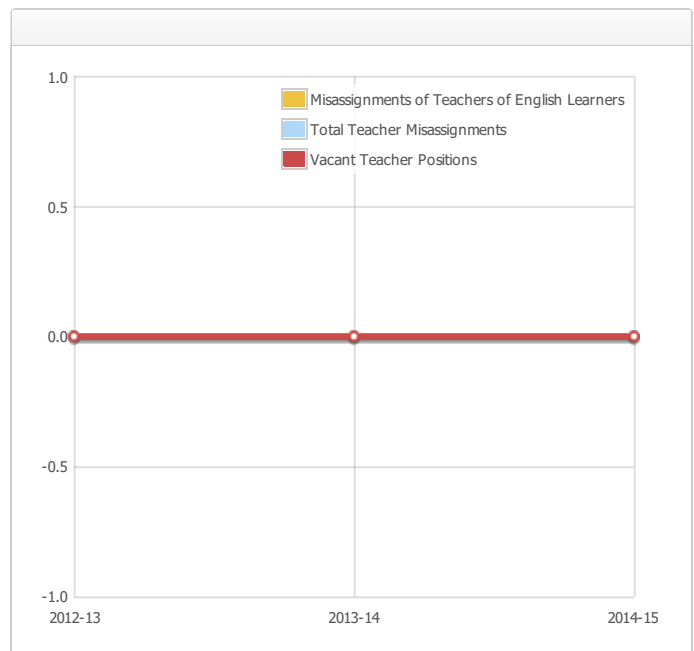
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	26	26	30	387
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/22/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/22/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	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.

Last updated: 1/21/2015

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

Year and month in which data were collected: October 2013

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Year adopted: 2005 K-5 Houghton Mifflin Reading	Yes	0.0
Mathematics	Year adopted: 2009 K-5 Houghton Mifflin Math	Yes	0.0
Science	Year adopted: 2008 K-5 Houghton Mifflin Science	Yes	0.0
History-Social Science	Year adopted: 2007 K-5 Harcourt Social Studies	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/29/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Washington Elementary School maintains a preventative maintenance and grounds care system that keeps this site in good condition. Improvements that have been completed in the 2014-15 school year included:

Wrought-iron fencing along the perimeter of the school

Fiber cabling

Solar Panels

Upgrade to the PA system

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

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

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

Last updated: 1/21/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	85	79	84	84	82	83	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/21/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	83
All Students at the School	84
Male	88
Female	80
Black or African American	91
American Indian or Alaska Native	
Asian	100
Filipino	
Hispanic or Latino	85
Native Hawaiian or Pacific Islander	
White	76
Two or More Races	
Socioeconomically Disadvantaged	79
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/21/2015

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	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%
History-Social Science	N/A	N/A	N/A	70%	73%	74%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/21/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	9	9	9
Similar Schools	10	10	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/21/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	57	15	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	80	20	-43
Native Hawaiian or Pacific Islander			
White	36	22	0
Two or More Races			
Socioeconomically Disadvantaged	71	5	-21
English Learners	105	-28	-12
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/21/2015

State Priority: Other Pupil Outcomes

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

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

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.5%	31.1%	35.0%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

Last updated: 1/21/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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. 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: 1/21/2015

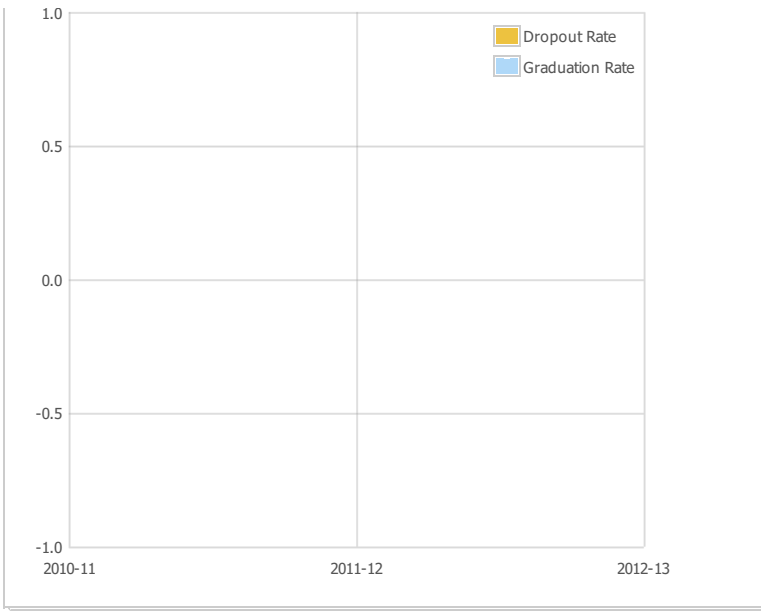
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				89.26	91.67	90.74	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



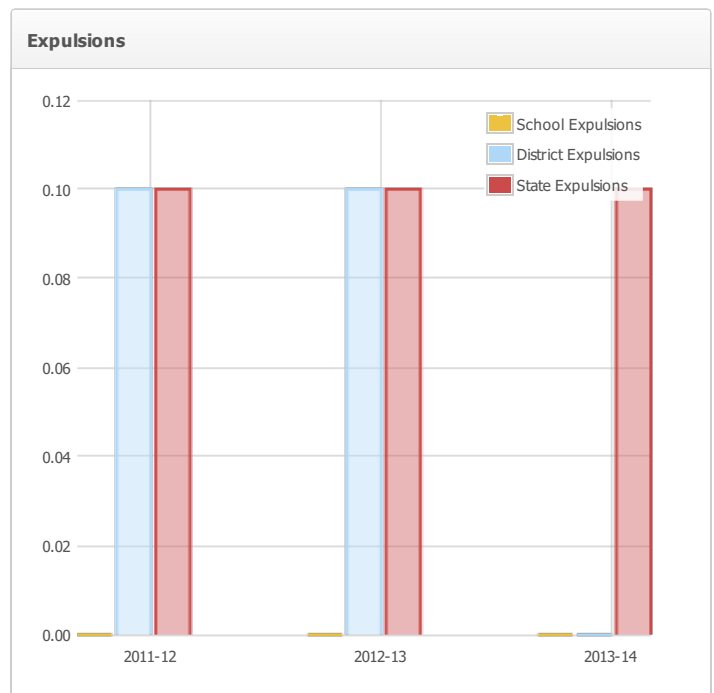
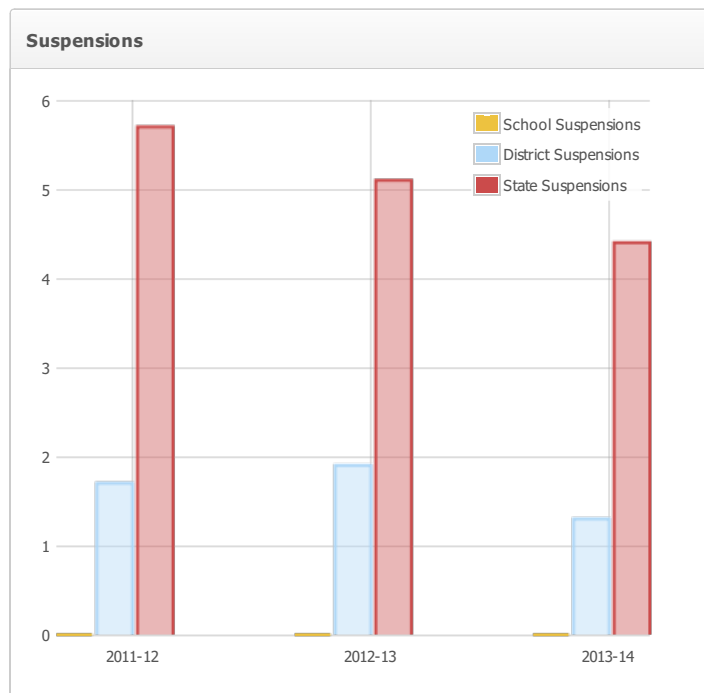
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	1.70	1.90	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.00	0.10	0.10	0.10



Last updated: 1/21/2015

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: 1/26/2015

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 2013-14)

AYP 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 Graduation Rate	N/A	Yes

Last updated: 1/30/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement *		Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	16.7%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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+		1-20	21-32	33+
K	21.8	4	1	0	25.0	6			27.0	6		
1	26.3	0	3	0	27.0	4			25.0	5		
2	27.3	0	4	0	24.0	1	3		25.0	4		
3	22.6	2	3	0	24.0	1	3		24.0	4		
4	28.0	0	3	0	34.0		3		34.0			3
5	33.0	0	1	2	30.0	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).

Last updated: 1/21/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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.

Last updated: 1/21/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

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: 1/22/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,724	\$2,719	\$5,005	\$65,253
District	N/A	N/A	\$5,187	\$70,163
Percent Difference – School Site and District	N/A	N/A	-3.50%	6.70%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	-7.00%	-5.90%

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

Last updated: 1/26/2015

Types of Services Funded (Fiscal Year 2013-14)

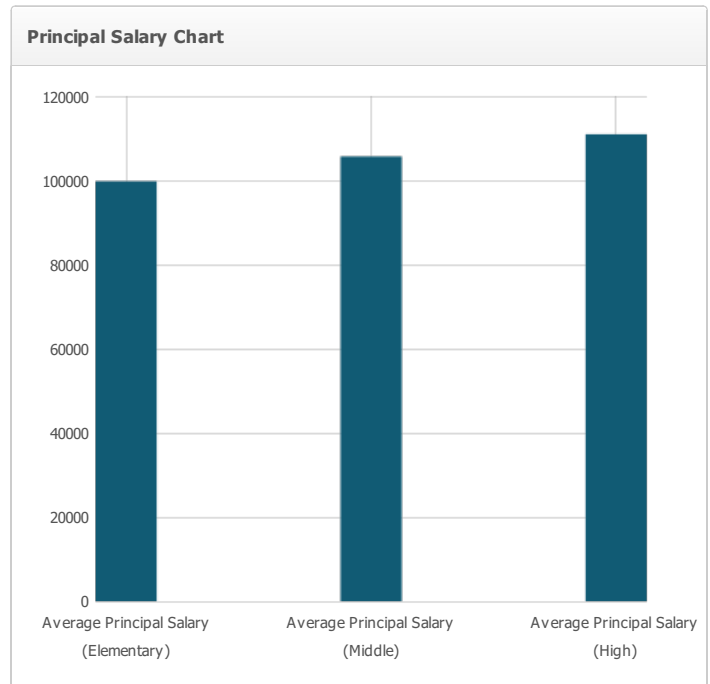
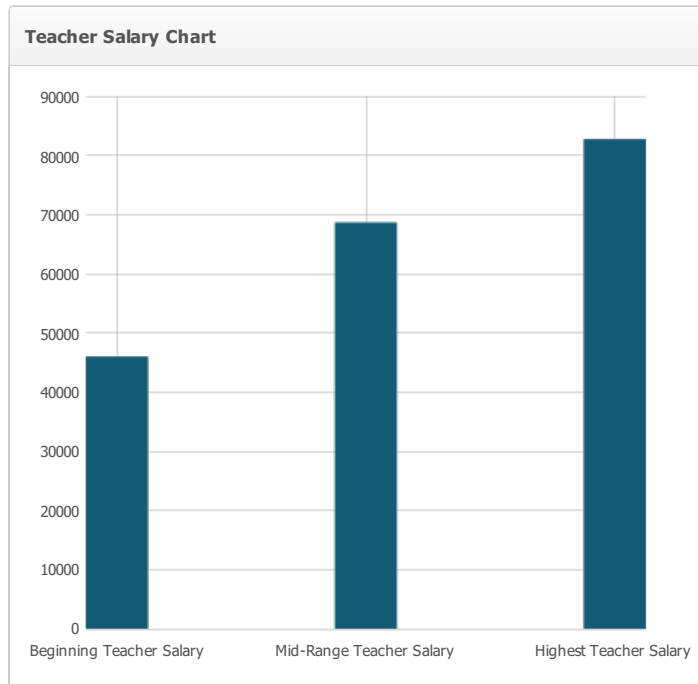
Last year Washington School received restricted funds for state and federal programs. These included Title I, Economics Impact Aid/Limited English Proficient (EIA/LEP). Additional funds were received for the Gifted and Talented (GATE) program and for special education. Approximately 60% of the total 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.

Last updated: 1/21/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,998	\$41,243
Mid-Range Teacher Salary	\$68,660	\$64,893
Highest Teacher Salary	\$82,729	\$83,507
Average Principal Salary (Elementary)	\$99,756	\$103,404
Average Principal Salary (Middle)	\$105,674	\$109,964
Average Principal Salary (High)	\$110,948	\$120,078
Superintendent Salary	\$234,211	\$183,557
Percent of Budget for Teacher Salaries	42.0%	40.0%
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: 1/21/2015

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 use of student data is critical to better assess and support individual student development. The District provides training on our new student data management, Illuminate Education, to analyze individual and aggregate student progress.

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.

Last updated: 1/26/2015