

Washington Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Washington Elementary
Street	1100 Lilienthal Ln.
City, State, Zip	Redondo Beach, CA 90278-4557
Phone Number	310.798.8641
Principal	Andrea Bittick
Email Address	abittick@rbusd.org
Website	http://washington.rbusd.org/
County-District-School (CDS) Code	19753416022156

Entity	Contact Information
District Name	Redondo Beach Unified School District
Phone Number	(310) 379-5449
Superintendent	Dr. Steven Keller
Email Address	skeller@rbusd.org
Website	http://www.rbusd.org/

School Description and Mission Statement (School Year 2019-20)

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 800 + students who range from grades kindergarten through fifth. Our staff includes a dedicated team of 50 individuals, 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 tours for this program which 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 social, emotional, physical, and academic life to prepare them for the challenges of this 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 2018-19)

Grade Level	Number of Students
Kindergarten	144
Grade 1	147
Grade 2	130
Grade 3	140
Grade 4	114
Grade 5	126
Total Enrollment	801

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.1
Asian	12.2
Filipino	1.5
Hispanic or Latino	39.3
Native Hawaiian or Pacific Islander	0.2
White	31.8
Two or More Races	12.2
Socioeconomically Disadvantaged	19.7
English Learners	9.5
Students with Disabilities	11.5
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35	37	39	456
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin Reading	Yes	0
Mathematics	K-5 Great Minds Eureka Math	Yes	0
Science	K-5 Amplify Science	Yes	0
History-Social Science	K-5 Harcourt Social Studies	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Install Air conditioning in classrooms
 Resurface all asphalt playgrounds and parking areas
 New shade structures (4) on playground.
 Up-grade existing restrooms to current ADA
 Up-grade HVAC controls
 Modernized 2 classrooms.
 Build 3 new classrooms

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

Year and month of the most recent FIT report: 2019 May

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 Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	72	71	74	78	50	50
Mathematics (grades 3-8 and 11)	69	73	69	72	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	379	374	98.68	1.32	71.39
Male	190	189	99.47	0.53	64.55
Female	189	185	97.88	2.12	78.38
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	86.49
Filipino	--	--	--	--	--
Hispanic or Latino	161	160	99.38	0.62	60.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	116	115	99.14	0.86	78.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	48	45	93.75	6.25	84.44
Socioeconomically Disadvantaged	100	99	99.00	1.00	51.52
English Learners	53	52	98.11	1.89	55.77
Students with Disabilities	58	55	94.83	5.17	40.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	379	375	98.94	1.06	72.80
Male	190	189	99.47	0.53	74.60
Female	189	186	98.41	1.59	70.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	94.59
Filipino	--	--	--	--	--
Hispanic or Latino	161	161	100.00	0.00	60.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	116	115	99.14	0.86	80.00
Two or More Races	48	45	93.75	6.25	86.67
Socioeconomically Disadvantaged	100	100	100.00	0.00	50.00
English Learners	53	53	100.00	0.00	58.49
Students with Disabilities	58	55	94.83	5.17	49.09
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.1	16.7	53.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

At Washington School, we believe that successful children have involved families and successful schools encourage all families and community member to become involved. Parents are always welcome both in 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 also have a site ELAC team that means to discuss the needs and supports for our English Language Learners. 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.1	0.4	0.4	1.8	1.8	2.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	2	4		23		6		24		11	
1	23		6		22		6		25		12	
2	23		5		23		6		22		12	
3	23		5		24		5		23		10	
4	28		3	2	28		4		30		5	
5	34			3	29		5		30		8	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1602.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.5

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10097.63	3803.86	6293.77	77865.04
District	N/A	N/A	10647.85	\$84,193.00
Percent Difference - School Site and District	N/A	N/A	-51.4	-7.8
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-17.6	-0.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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, Title 1 Literacy Intervention Teacher, professional development in ELA and math, staff development, a research based reading intervention program (Leveled Literacy Intervention), 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 materials, and supplemental math materials for the classroom.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,786	\$49,084
Mid-Range Teacher Salary	\$83,269	\$76,091
Highest Teacher Salary	\$100,168	\$95,728
Average Principal Salary (Elementary)	\$126,678	\$118,990
Average Principal Salary (Middle)	\$133,334	\$125,674
Average Principal Salary (High)	\$141,116	\$137,589
Superintendent Salary	\$316,398	\$230,096
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Redondo Beach Unified School District is focusing staff professional development (PD) in three main areas: effective instructional strategies aligned to California State Standards at schools sites; use of technology in instruction; and the supporting of the social, emotional, and behavioral needs of all students, particularly through the implementation of Positive Behavioral Intervention and Supports (PBIS) in all schools. While the current PD does focus on instructional and curriculum in mathematics, English, and science, the RBUSD is also developing PD for History 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; book studies; 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.

Targeted teacher development activities are essential for increasing the quality of education to students. The below topics are a few of the professional development areas for this school year:

- Reading strategies and understanding text complexity
- MTSS and Tier 2 Intervention Strategies
- Supporting students with disabilities through inclusive practices and co-teaching
- Grade level articulation
- Professional Learning Communities (PLCs)
- Student mental health
- Suicide prevention
- Mastery Learning
- Examination of student assessment results

The use of student data is critical to better assess and support individual student development. The District provides training on our student data management, Performance Matters, to analyze individual and aggregate student progress. Elementary teachers and secondary math teachers receive ongoing training and support on diagnosing students learning targets and adjusting instruction to increase number sense.

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.

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 with BTSA, a new teacher receives support and resources to improve their teaching pedagogy.

Through the collective bargaining process, additional paid professional development days are included in the teacher work calendar.