

# Verdugo Woodlands Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) 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., 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 - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Marc Winger
<b>E-mail Address</b>	<a href="mailto:mwinger@gusd.net">mwinger@gusd.net</a>
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Verdugo Woodlands Elementary
<b>Street</b>	1751 North Verdugo Rd.
<b>City, State, Zip</b>	Glendale, Ca, 91208-2999
<b>Phone Number</b>	818-241-2433
<b>Principal</b>	Kristina Provost, Principal
<b>E-mail Address</b>	<a href="mailto:kprovost@gusd.net">kprovost@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645686013833

*Last updated: 1/8/2016*

### School Description and Mission Statement - Most Recent Year

Verdugo Woodlands Elementary School, a dynamic, diverse and safe community-based learning environment, ensures the development of academically and socially successful individuals by implementing effective programs which promote academic achievement, understanding, and respect among students, staff, family, and community. Literacy is our Focus!

Verdugo Woodlands is proud of our accomplishments, including recognition as a California Distinguished school in 2000 and 2004 and our Academic Performance. Verdugo Woodlands' 2013 API was 916 with a ranking of 10 compared to similar schools and The California Business for Education Excellence (CBEE) included our school on its 2013 Honor Roll as a Star School.

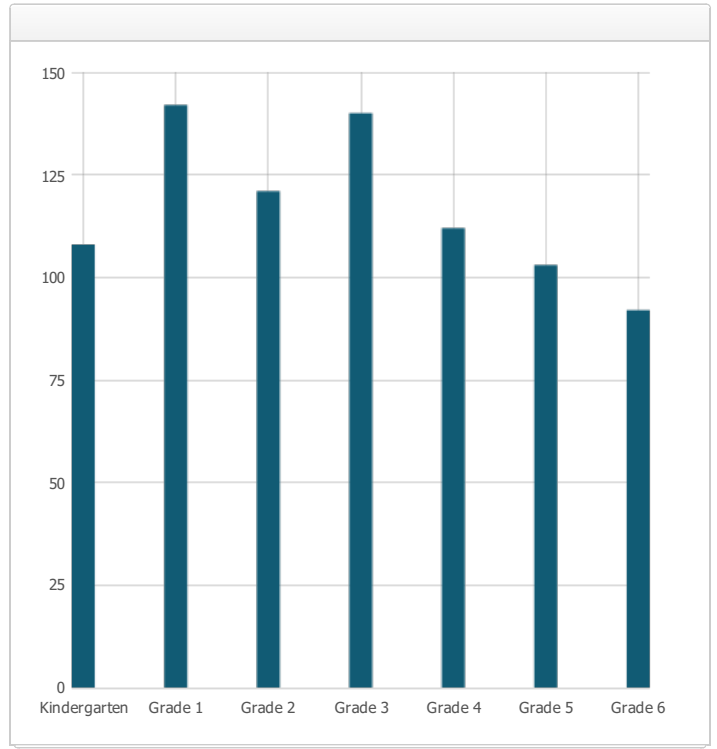
In 2010 Verdugo Woodlands became home to the first Japanese Foreign Language Academy of Glendale (FLAG-Japanese). The FLAG-Japanese program is a two-way dual-language immersion program based on a 50/50 model where half of the instructional day is taught in English and half is taught in the target language, Japanese. The program is staffed with credentialed bilingual teachers who teach the target language through content that is aligned with Common Core State Standards. The program is strategically comprised of both native and non-native Japanese speakers and is open to students from both within and outside of Glendale Unified School District.

Our school community continues the many traditions that bring our school and families together, including our Fall Festival, Dad's Club Pancake Breakfast, "Survivor Challenge," our themed Family Reading Night, and Fathers' Follies to name just a few. Our parents are a critical component of our success. The Verdugo Woodlands school community, including staff, parents, students, and community members, is dedicated to working together to ensure a quality learning experience for all our children.

*Last updated: 1/8/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

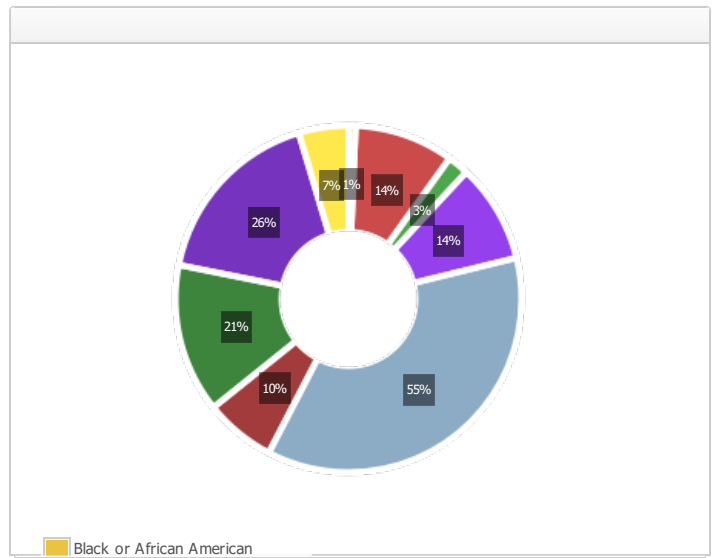
Grade Level	Number of Students
Kindergarten	108
Grade 1	142
Grade 2	121
Grade 3	140
Grade 4	112
Grade 5	103
Grade 6	92
<b>Total Enrollment</b>	<b>818</b>



Last updated: 1/8/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.0 %
Asian	14.3 %
Filipino	3.8 %
Hispanic or Latino	14.3 %
Native Hawaiian or Pacific Islander	0.1 %
White	55.9 %
Two or More Races	10.3 %
Socioeconomically Disadvantaged	21.8 %
English Learners	26.2 %
Students with Disabilities	7.7 %
Foster Youth	0.1 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/8/2016

## A. Conditions of Learning

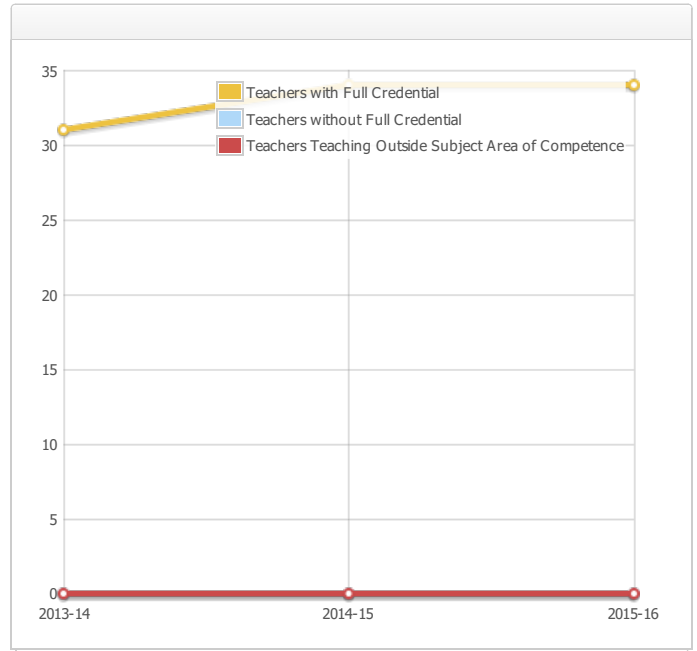
### State Priority: Basic

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

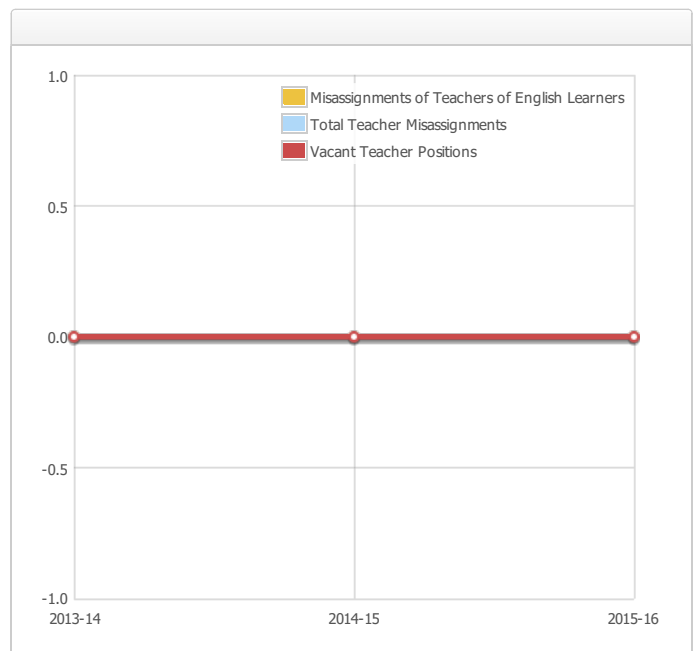
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	34	34	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65



Last updated: 1/8/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/8/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

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.

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

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin - Reading- California /2012 McDougal Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	MacMilliam McGraw-Hill - Everyday Mathematics/1997	Yes	0.0 %
Science	MacMilliam McGraw-Hill - California Science/2007 Prentice Hall - California Earth Schience/2007	Yes	0.0 %
History-Social Science	Harcourt-Reflections: California Series/2006 MacMilliam McGraw-Hill - California Vistas/2007 McDougal Littell - World History: Ancient Civilizations/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/8/2016

### School Facility Conditions and Planned Improvements - Most Recent Year

Verdugo Woodlands was established in 1926. The school facilities at Verdugo Woodlands are unique. Our vast campus is divided by a flood channel that is connected via a footbridge. Over time, much of the original structure has been modified and modernized. In 2002-2003 our school was modernized with funds from the Measure K bond. All restrooms have been modernized. In 2014, our school received additional modifications of the main entrance, student health office, and library through Glendale's Measure S funds. Our campus, including classrooms, is kept clean and safe for all student and staff by our outstanding custodial team. Over the past few years, our PTA and Foundation (W.A.V.E.) have collaborated on various beautification projects around our campus including a garden, a mosaic fountain for our main lobby, and mosaic wall murals. Verdugo Woodland's population continues to grow. As a result, we installed three new bungalows on the upper playground for our Early Education & Extended Learning Programs in 2013. Thanks to the 2011 passage of Glendale's Measure S bond and the Overcrowding Relief Grant (ORG) from the State of California, Verdugo Woodlands is currently in the planning stages for additional facility and infrastructure upgrades including a new two-story twenty-classroom facility and upgraded technology resources.

*Last updated: 1/8/2016*

### School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	paint restroom, hallway
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

Year and month in which data were collected: January 2015

Overall Rating	Good
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*Last updated: 1/15/2016*

## 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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	56.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/8/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	141	139	98.6%	13.0%	34.0%	31.0%	22.0%
Male	141	75	53.2%	15.0%	39.0%	32.0%	15.0%
Female	141	64	45.4%	11.0%	28.0%	30.0%	31.0%
Black or African American	141	4	2.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	141	23	16.3%	17.0%	30.0%	30.0%	22.0%
Filipino	141	8	5.7%	--	--	--	--
Hispanic or Latino	141	17	12.1%	24.0%	41.0%	29.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	141	71	50.4%	8.0%	32.0%	35.0%	24.0%
Two or More Races	141	16	11.3%	19.0%	44.0%	19.0%	19.0%
Socioeconomically Disadvantaged	141	31	22.0%	26.0%	48.0%	13.0%	13.0%
English Learners	141	41	29.1%	20.0%	46.0%	24.0%	10.0%
Students with Disabilities	141	13	9.2%	23.0%	46.0%	15.0%	15.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	112	109	97.3%	24.0%	23.0%	31.0%	22.0%
Male	112	63	56.3%	30.0%	27.0%	24.0%	19.0%
Female	112	46	41.1%	15.0%	17.0%	41.0%	26.0%
Black or African American	112	2	1.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	112	15	13.4%	13.0%	13.0%	40.0%	33.0%
Filipino	112	4	3.6%	--	--	--	--
Hispanic or Latino	112	19	17.0%	42.0%	21.0%	21.0%	16.0%
Native Hawaiian or Pacific Islander	112	1	0.9%	--	--	--	--
White	112	58	51.8%	19.0%	31.0%	29.0%	21.0%
Two or More Races	112	10	8.9%	--	--	--	--
Socioeconomically Disadvantaged	112	31	27.7%	23.0%	32.0%	26.0%	19.0%
English Learners	112	20	17.9%	45.0%	30.0%	25.0%	0.0%
Students with Disabilities	112	8	7.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/8/2016*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	103	100	97.1%	14.0%	17.0%	40.0%	29.0%
Male	103	60	58.3%	18.0%	18.0%	43.0%	20.0%
Female	103	40	38.8%	8.0%	15.0%	35.0%	43.0%
Black or African American	103	1	1.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	103	9	8.7%	--	--	--	--
Filipino	103	3	2.9%	--	--	--	--
Hispanic or Latino	103	15	14.6%	13.0%	13.0%	47.0%	27.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	103	57	55.3%	18.0%	19.0%	39.0%	25.0%
Two or More Races	103	15	14.6%	7.0%	13.0%	40.0%	40.0%
Socioeconomically Disadvantaged	103	23	22.3%	26.0%	39.0%	26.0%	9.0%
English Learners	103	18	17.5%	22.0%	22.0%	44.0%	11.0%
Students with Disabilities	103	10	9.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	93	91	97.8%	8.0%	30.0%	32.0%	31.0%
Male	93	46	49.5%	2.0%	33.0%	35.0%	30.0%
Female	93	45	48.4%	13.0%	27.0%	29.0%	31.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	93	11	11.8%	0.0%	0.0%	45.0%	55.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	93	10	10.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	93	70	75.3%	9.0%	31.0%	31.0%	29.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	93	19	20.4%	16.0%	37.0%	32.0%	16.0%
English Learners	93	7	7.5%	--	--	--	--
Students with Disabilities	93	9	9.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	141	139	98.6%	18.0%	29.0%	38.0%	14.0%
Male	141	75	53.2%	17.0%	28.0%	40.0%	15.0%
Female	141	64	45.4%	19.0%	31.0%	36.0%	14.0%
Black or African American	141	4	2.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	141	23	16.3%	17.0%	30.0%	26.0%	26.0%
Filipino	141	8	5.7%	--	--	--	--
Hispanic or Latino	141	17	12.1%	35.0%	24.0%	35.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	141	71	50.4%	10.0%	32.0%	45.0%	13.0%
Two or More Races	141	16	11.3%	44.0%	13.0%	25.0%	19.0%
Socioeconomically Disadvantaged	141	31	22.0%	32.0%	39.0%	23.0%	6.0%
English Learners	141	41	29.1%	20.0%	41.0%	24.0%	15.0%
Students with Disabilities	141	13	9.2%	23.0%	38.0%	31.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/8/2016*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	112	110	98.2%	12.0%	35.0%	40.0%	13.0%
Male	112	64	57.1%	13.0%	31.0%	44.0%	13.0%
Female	112	46	41.1%	11.0%	41.0%	35.0%	13.0%
Black or African American	112	2	1.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	112	15	13.4%	0.0%	47.0%	33.0%	20.0%
Filipino	112	4	3.6%	--	--	--	--
Hispanic or Latino	112	19	17.0%	32.0%	32.0%	26.0%	11.0%
Native Hawaiian or Pacific Islander	112	1	0.9%	--	--	--	--
White	112	58	51.8%	12.0%	28.0%	47.0%	14.0%
Two or More Races	112	11	9.8%	0.0%	64.0%	36.0%	0.0%
Socioeconomically Disadvantaged	112	31	27.7%	19.0%	29.0%	29.0%	23.0%
English Learners	112	20	17.9%	25.0%	35.0%	25.0%	15.0%
Students with Disabilities	112	8	7.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/8/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	103	100	97.1%	17.0%	30.0%	21.0%	32.0%
Male	103	60	58.3%	17.0%	28.0%	20.0%	35.0%
Female	103	40	38.8%	18.0%	33.0%	23.0%	28.0%
Black or African American	103	1	1.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	103	9	8.7%	--	--	--	--
Filipino	103	3	2.9%	--	--	--	--
Hispanic or Latino	103	15	14.6%	20.0%	40.0%	27.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	103	57	55.3%	21.0%	33.0%	23.0%	23.0%
Two or More Races	103	15	14.6%	0.0%	27.0%	7.0%	67.0%
Socioeconomically Disadvantaged	103	23	22.3%	39.0%	30.0%	26.0%	4.0%
English Learners	103	18	17.5%	28.0%	22.0%	22.0%	28.0%
Students with Disabilities	103	10	9.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	93	91	97.8%	9.0%	24.0%	27.0%	40.0%
Male	93	46	49.5%	4.0%	22.0%	30.0%	43.0%
Female	93	45	48.4%	13.0%	27.0%	24.0%	36.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	93	11	11.8%	0.0%	0.0%	27.0%	73.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	93	10	10.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	93	70	75.3%	10.0%	23.0%	29.0%	39.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	93	19	20.4%	11.0%	42.0%	26.0%	21.0%
English Learners	93	7	7.5%	--	--	--	--
Students with Disabilities	93	9	9.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/8/2016*

**California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	84.0%	87.0%	89.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	89.0%
Male	89.0%
Female	90.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	100.0%
Native Hawaiian or Pacific Islander	--
White	84.0%
Two or More Races	100.0%
Socioeconomically Disadvantaged	77.0%
English Learners	72.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016



# State Priority: Other Pupil Outcomes

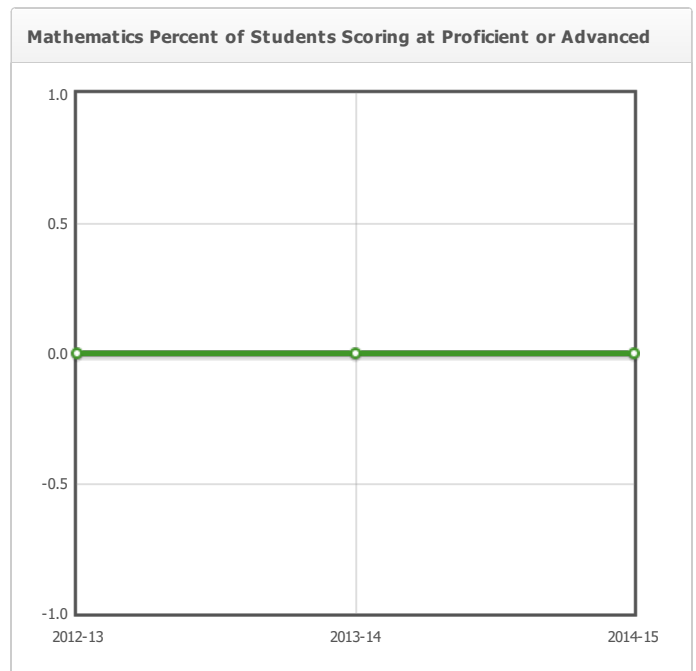
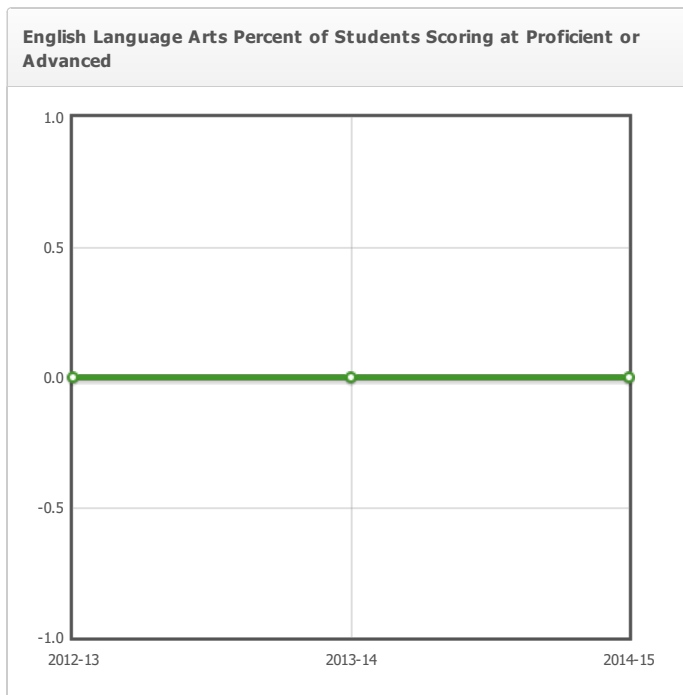
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/8/2016

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.8%	24.8%	39.6%

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: 1/8/2016

## 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 - Most Recent Year

There are three major parent organizations at Verdugo Woodlands: the Parent Teacher Association (PTA), a foundation *Woodlanders Are Volunteers for Education* (WAVE Foundation), and a Dads' Club. These active groups are comprised of members including parents and teachers from the tradition an FLAG-Japanese programs, administrators, and community members who work together to provide resources and opportunities for students beyond the core.

Parents are welcome to volunteer in their children's classroom. Every classroom has a parent representative that coordinates the individual classroom parent volunteer schedule. Parents participate in field trips as chaperones to help support the teachers and ensure student safety. Our PTA is an active group of parent volunteers that meet monthly under the direction of the PTA president.

Verdugo Woodlands Woodlanders Are Volunteers for Education Foundation(WAVE) raises funds to pay for additional support staff including our librarian, technology assistant and care counselor. WAVE has also raised funds to purchase additional playground equipment, sun-shade canopy for the playground, indoor and outdoor furniture, supplemental student intervention support resources, and new computers and technology equipment for classrooms and our computer lab.

### State Priority: Pupil Engagement

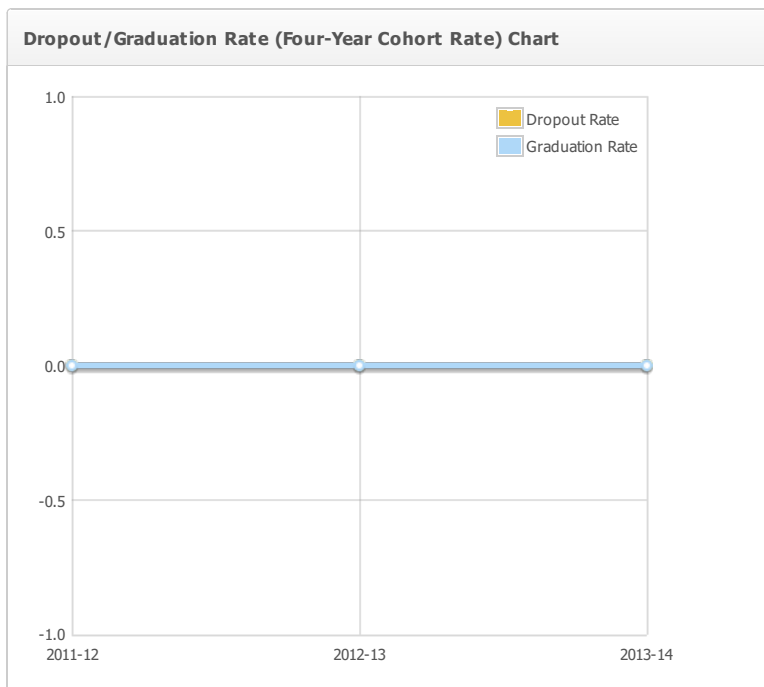
Last updated: 1/8/2016

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95





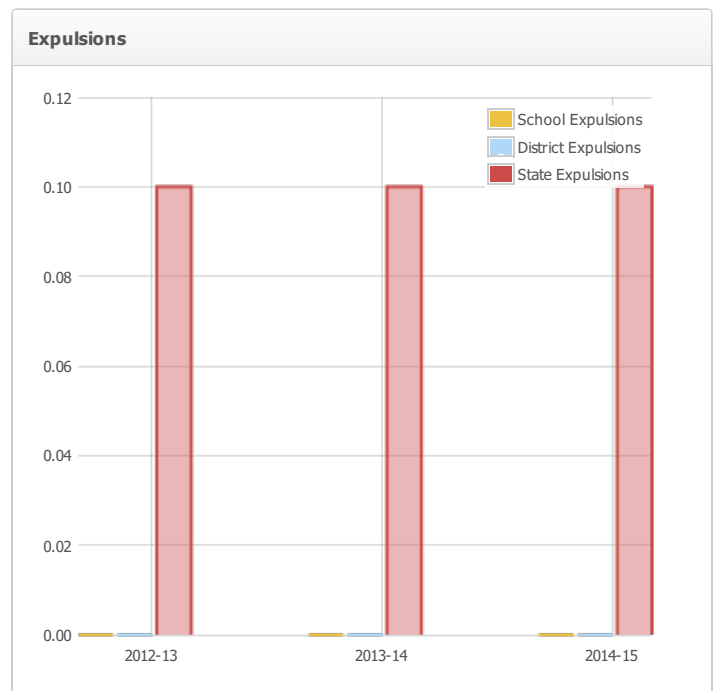
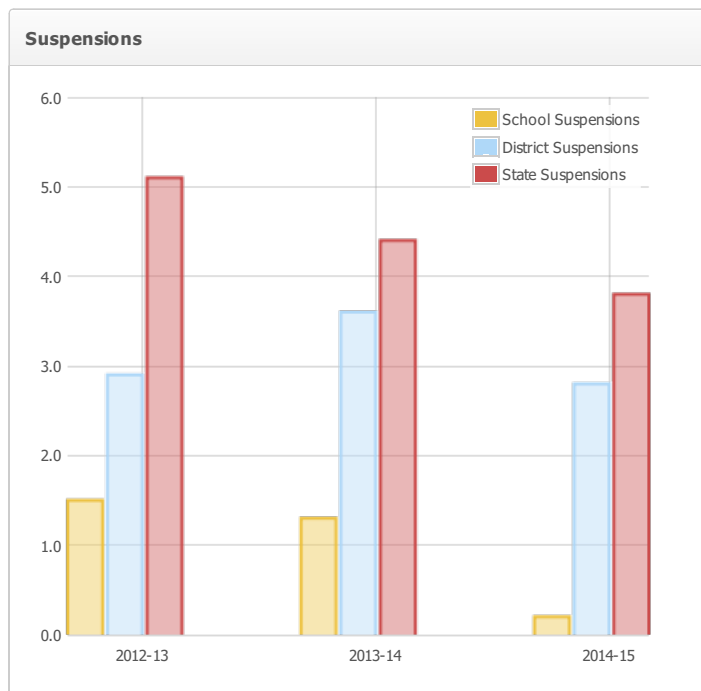
# State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.5	1.3	0.2	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/8/2016

## School Safety Plan - Most Recent Year

The safety of all Verdugo Woodlands students is a priority at our school. Glendale Unified has a closed campus policy district-wide. In 2014 the district installed automatic locking security doors at our main entrance. All visitors to our campus now must be "bussed-in" to our main lobby area. Visitors are required to sign in at the office and wear a visitor's pass. Our Safety Plan is reviewed and revised annually, as needed, with all staff and by our School Site Council. Each month all students and staff participate in an emergency drill. This may be a fire drill, earthquake drill, or a lockdown drill. Throughout the year, staff members participate in mock safety drills that may include a "walk-around" drill to become familiar with our safety equipment and emergency assignments and "mock-safety" drills when students are present on campus. The PTA and Foundation (W.A.V.E.) have provided funding to purchase new emergency walkie-talkie radios for our campus. The PTA completes an annual review of all classroom emergency backpacks and replenishes the safety supplies.

Last updated: 1/8/2016

## 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/8/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/8/2016

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

Grade Level	2012-13			2013-14			2014-15		
	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+
K	24.0	5		23.0	6		22.0	1	4
1	23.0	6		23.0	5		24.0	1	5
2	21.0	2	3	25.0	5		24.0	5	
3	24.0	5		27.0	5		25.0	5	
4	35.0	2		32.0	1	2	32.0	2	2
5	35.0	3		37.0	3		31.0	1	2
6	33.0	1	2	31.0	3		34.0	3	
Other									

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

Last updated: 1/8/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	0.3	N/A
Psychologist		
Social Worker	0.2	N/A
Nurse		
Nurse	0.2	N/A
Speech/Language/Hearing Specialist		
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		
Resource Specialist (non-teaching)		N/A
Other		
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: 1/15/2016*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4842.0	\$455.0	\$4387.0	\$69664.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	-0.1%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/8/2016*

## Types of Services Funded (Fiscal Year 2014-15)

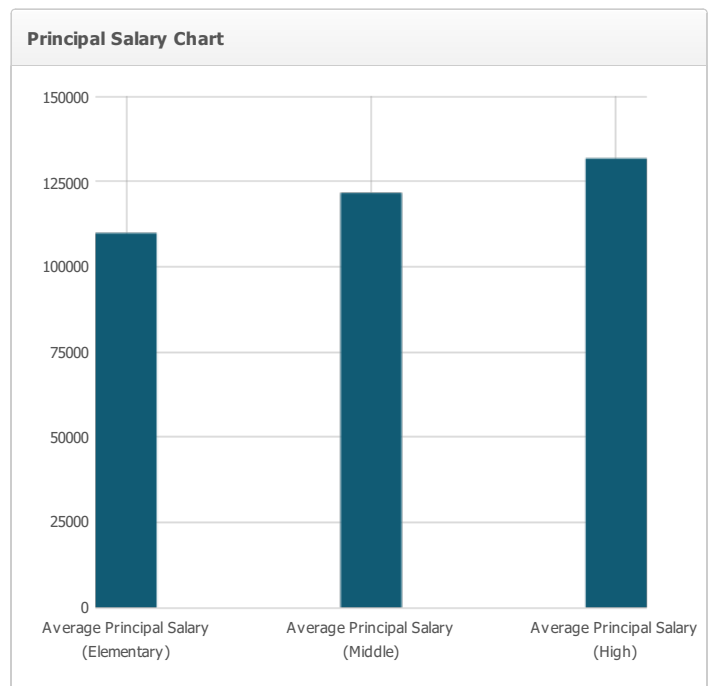
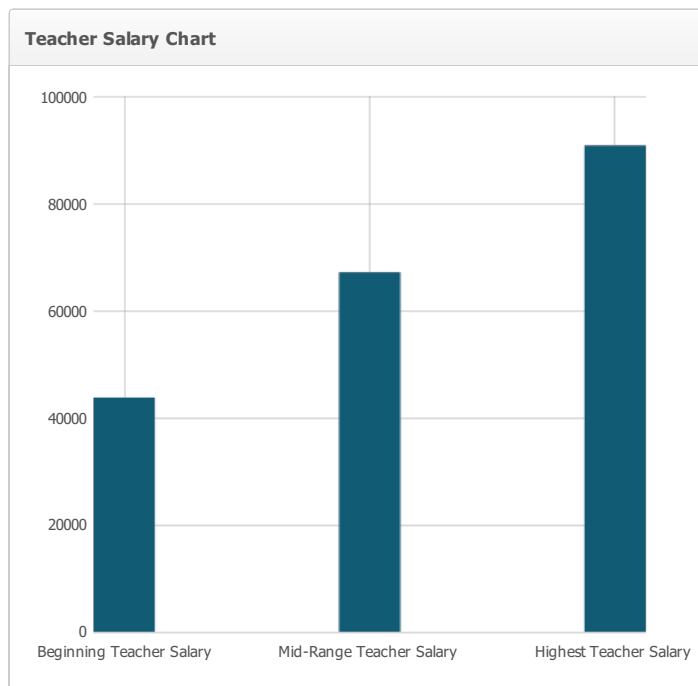
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

*Last updated: 1/8/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/8/2016*

## Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

*Last updated: 1/25/2016*