

Verdugo Woodlands Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | | School Contact Information (School Year 2016-17) | |
|--|--|--|--|
| District Name | Glendale Unified | School Name | Verdugo Woodlands Elementary |
| Phone Number | (818) 241-3111 | Street | 1751 North Verdugo Rd. |
| Superintendent | Winfred Roberson | City, State, Zip | Glendale, Ca, 91208-2999 |
| E-mail Address | wroberson@gusd.net | Phone Number | 818-241-2433 |
| Web Site | www.gusd.net | Principal | Kristina Provost, Principal |
| | | E-mail Address | kprovost@gusd.net |
| | | County-District-School (CDS) Code | 19645686013833 |

Last updated: 1/20/2017

School Description and Mission Statement (School Year 2016-17)

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. Verdugo Woodlands' Japanese Dual Language program students will become bilingual and bi-literate in both English and Japanese, thereby expanding their horizons and opportunities in our growing global society. Verdugo Woodlands' teachers and administrators are highly trained, qualified and credentialed individuals. Teachers use multiple measures to drive instruction for all students and provide targeted interventions and support for significant subgroups. Our parents are a critical component of our success.

At Verdugo Woodlands, *Literacy is our Focus!* We believe in shared leadership and work together as a faculty to provide the best academic program possible for all our students. Our Instructional Leadership Team (ILT) is comprised of teacher representatives from each grade level, and works in conjunction with the administrative team. Our staff attends Common Core State Standards trainings along with other elementary school teams to discuss instructional shifts and share best practices that support academic success for students across the district.

VW has offered traditional learning opportunities for kindergarten through sixth grade students since 1926. In 2010 VW 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 Japanese 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. We use technology, authentic developmentally appropriate instructional materials, and up-to-date language acquisition techniques to guide our students on their path to bilingualism and bi-literacy. We also believe language cannot be learned in a vacuum and we must prepare our students to become culturally aware global citizens in our ever-changing world. Verdugo Woodlands matriculated its first Japanese Dual Language sixth grade class on June 1, 2016.

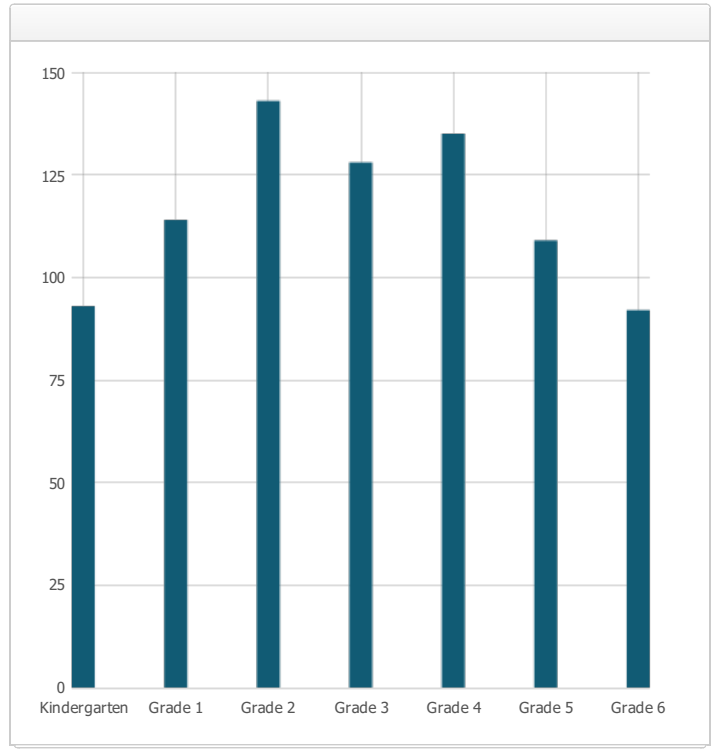
Verdugo Woodlands is proud of our accomplishments, including recognition as a California Distinguished School in 2000 and 2004. The California Business for Education Excellence (CBEE) included our school on its 2013 Honor Roll as a *Star School*. The school continues to meet and exceed standards on the California Assessment of Student Performance and Progress (CAASPP) as demonstrated in 2016 with 69% of the students meeting or exceeding standards in English Language Arts and 59% in Mathematics. Verdugo Woodlands Elementary is dedicated to continuous improvement in all academic areas.

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: 1/20/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 93 |
| Grade 1 | 114 |
| Grade 2 | 143 |
| Grade 3 | 128 |
| Grade 4 | 135 |
| Grade 5 | 109 |
| Grade 6 | 92 |
| Total Enrollment | 814 |



Last updated: 1/20/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.7 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 13.8 % |
| Filipino | 3.7 % |
| Hispanic or Latino | 14.1 % |
| Native Hawaiian or Pacific Islander | 0.1 % |
| White | 55.5 % |
| Two or More Races | 11.1 % |
| Other | 0.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 24.9 % |
| English Learners | 30.3 % |
| Students with Disabilities | 8.2 % |
| Foster Youth | 0.0 % |

Last updated: 1/20/2017

A. Conditions of Learning

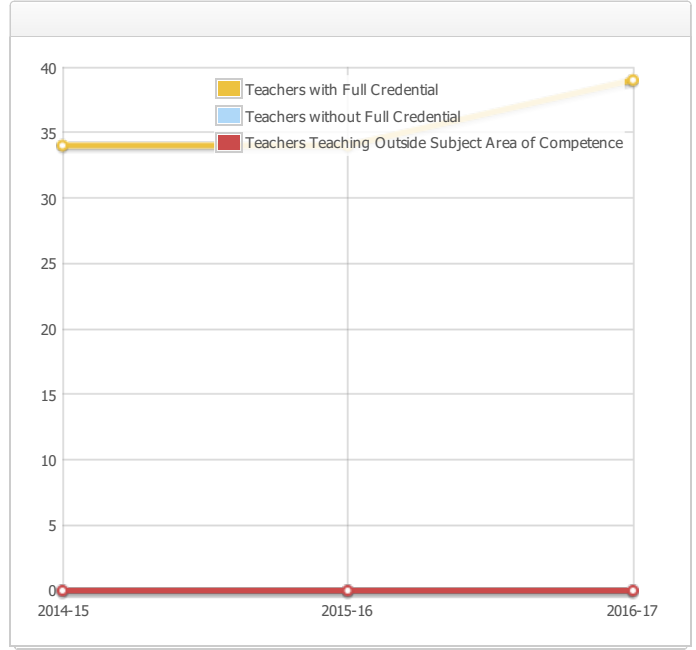
State Priority: Basic

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

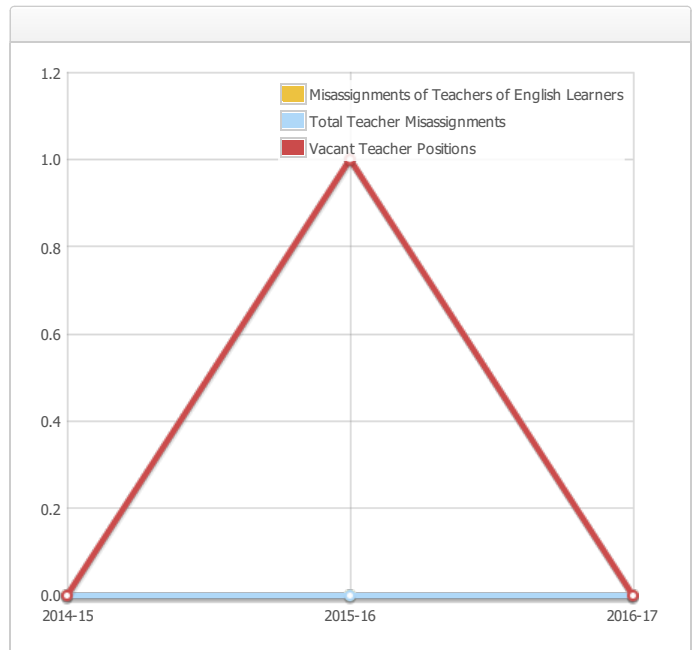
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 34 | 34 | 39 | 1148 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 35 |



Last updated: 1/24/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 1 | 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: 1/24/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| 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 | 99.0% | 1.0% |
| High-Poverty Schools in District | 99.0% | 1.0% |
| 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.

Last updated: 1/24/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

| 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 McDougall Littell - The Language of Literature/2003 | Yes | 0.0 % |
| Mathematics | "GEMS" GUSD Open Source Math Curriculum/2015 MacMillian McGraw-Hill - Everyday Mathematics/1997 | Yes | 0.0 % |
| Science | MacMillian McGraw-Hill - California Science/2007 Prentice Hall - California Earth Science/2007 | Yes | 0.0 % |
| History-Social Science | Harcourt - Reflections: California Series/2006 MacMillian McGraw-Hill - California Vistas/2007 McDougall 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) | N/A | N/A | 0.0 % |

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

Last updated: 1/20/2017

School Facility Conditions and Planned Improvements

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 WAVE Foundation 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 commenced construction on an additional facility and infrastructure upgrades including a new two-story twenty-classroom facility and upgraded technology resources in June 2016.

Last updated: 1/20/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | Paint 2 rooms and 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

Year and month of the most recent FIT report: October 2016

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

Last updated: 1/20/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 59.0% | 68.0% | 58.0% | 61.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 56.0% | 59.0% | 49.0% | 51.0% | 34.0% | 36.0% |

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.

Last updated: 1/20/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 132 | 128 | 97.0% | 64.1% |
| Male | 71 | 70 | 98.6% | 58.6% |
| Female | 61 | 58 | 95.1% | 70.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 22 | 21 | 95.5% | 76.2% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 16 | 15 | 93.8% | 33.3% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 69 | 67 | 97.1% | 64.2% |
| Two or More Races | 18 | 18 | 100.0% | 77.8% |
| Socioeconomically Disadvantaged | 28 | 26 | 92.9% | 38.5% |
| English Learners | 42 | 39 | 92.9% | 46.2% |
| Students with Disabilities | 12 | 12 | 100.0% | 41.7% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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.

Last updated: 1/20/2017

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 139 | 134 | 96.4% | 66.4% |
| Male | 77 | 74 | 96.1% | 62.2% |
| Female | 62 | 60 | 96.8% | 71.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 23 | 22 | 95.7% | 59.1% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 18 | 17 | 94.4% | 47.1% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 73 | 71 | 97.3% | 71.8% |
| Two or More Races | 14 | 13 | 92.9% | 61.5% |
| Socioeconomically Disadvantaged | 35 | 35 | 100.0% | 51.4% |
| English Learners | 29 | 28 | 96.6% | 32.1% |
| Students with Disabilities | 12 | 11 | 91.7% | 45.5% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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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.

Last updated: 1/20/2017

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 114 | 113 | 99.1% | 71.7% |
| Male | 65 | 64 | 98.5% | 60.9% |
| Female | 49 | 49 | 100.0% | 85.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 14 | 14 | 100.0% | 85.7% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 18 | 18 | 100.0% | 61.1% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 67 | 67 | 100.0% | 70.2% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 38 | 38 | 100.0% | 57.9% |
| English Learners | 15 | 15 | 100.0% | 40.0% |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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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.

Last updated: 1/20/2017

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 93 | 92 | 98.9% | 72.8% |
| Male | 55 | 55 | 100.0% | 67.3% |
| Female | 38 | 37 | 97.4% | 81.1% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 14 | 14 | 100.0% | 71.4% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 53 | 52 | 98.1% | 71.2% |
| Two or More Races | 14 | 14 | 100.0% | 92.9% |
| Socioeconomically Disadvantaged | 26 | 25 | 96.2% | 52.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 12 | 12 | 100.0% | 25.0% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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.

Last updated: 1/20/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 132 | 130 | 98.5% | 64.6% |
| Male | 71 | 70 | 98.6% | 65.7% |
| Female | 61 | 60 | 98.4% | 63.3% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 22 | 21 | 95.5% | 85.7% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 16 | 15 | 93.8% | 46.7% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 69 | 69 | 100.0% | 59.4% |
| Two or More Races | 18 | 18 | 100.0% | 77.8% |
| Socioeconomically Disadvantaged | 28 | 28 | 100.0% | 32.1% |
| English Learners | 42 | 41 | 97.6% | 51.2% |
| Students with Disabilities | 12 | 12 | 100.0% | 33.3% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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.

Last updated: 1/20/2017

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 139 | 134 | 96.4% | 52.2% |
| Male | 77 | 74 | 96.1% | 52.7% |
| Female | 62 | 60 | 96.8% | 51.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 23 | 22 | 95.7% | 54.6% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 18 | 17 | 94.4% | 35.3% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 73 | 71 | 97.3% | 54.9% |
| Two or More Races | 14 | 13 | 92.9% | 46.2% |
| Socioeconomically Disadvantaged | 35 | 35 | 100.0% | 40.0% |
| English Learners | 29 | 28 | 96.6% | 28.6% |
| Students with Disabilities | 12 | 11 | 91.7% | 36.4% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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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.

Last updated: 1/20/2017

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 114 | 113 | 99.1% | 51.3% |
| Male | 65 | 64 | 98.5% | 53.1% |
| Female | 49 | 49 | 100.0% | 49.0% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 14 | 14 | 100.0% | 64.3% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 18 | 18 | 100.0% | 55.6% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 67 | 67 | 100.0% | 46.3% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 38 | 38 | 100.0% | 50.0% |
| English Learners | 15 | 15 | 100.0% | 33.3% |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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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.

Last updated: 1/20/2017

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 93 | 92 | 98.9% | 69.6% |
| Male | 55 | 55 | 100.0% | 70.9% |
| Female | 38 | 37 | 97.4% | 67.6% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 14 | 14 | 100.0% | 64.3% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 53 | 52 | 98.1% | 65.4% |
| Two or More Races | 14 | 14 | 100.0% | 92.9% |
| Socioeconomically Disadvantaged | 26 | 25 | 96.2% | 48.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 12 | 12 | 100.0% | 16.7% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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.

Last updated: 1/20/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 87.0% | 89.0% | 80.0% | 72.0% | 70.0% | 69.0% | 60.0% | 56.0% | 54.0% |

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 52 | 51 | 98.1% | 80.4% |
| Male | 30 | 29 | 96.7% | 79.3% |
| Female | 22 | 22 | 100.0% | 81.8% |
| Black or African American | 0 | 0 | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% |
| White | 24 | 24 | 100.0% | 83.3% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 16 | 16 | 100.0% | 68.8% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/20/2017

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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 18.0% | 31.5% | 36.9% |

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: 1/20/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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 traditional and FLAG-Japanese programs, administrators, and community members who work together to provide resources and opportunities for students beyond the core. The Verdugo Woodlands PTA and WAVE Foundation provide funding for supplemental education experiences for our students in the areas of visual and performing arts, technology, and education. In 2015-2016 these included the Meet the Masters fine arts program, Taiko Drumming, in-school Drama-Theater Arts Program, and financial assistance for student intervention support programs. The Dad;s Club is a parent-led youth hostel adjacent to the campus that provides additional space for students to gather for extr-curricular experiences. Parents plan and coordinate fundraising events such as teh Survivor Challenge and Father's Follies (in place 69 years as of 2016), to fund programs and slaried positions that support the school.

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. Throughout the year PTA plan special activities for our school community including our Fall Festival, the Howdy Coffees for new and returning parents, Arts and Technology programs, Daughter's Dance, Boys' Night Out, Sixth-Grade Activities, and our annual fundraising gala for visual and performing arts.

Verdugo Woodlands' WAVE Foundation raises funds to pay for additional support staff including oarts, music, anddrama teachers and a 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: 1/20/2017

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

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

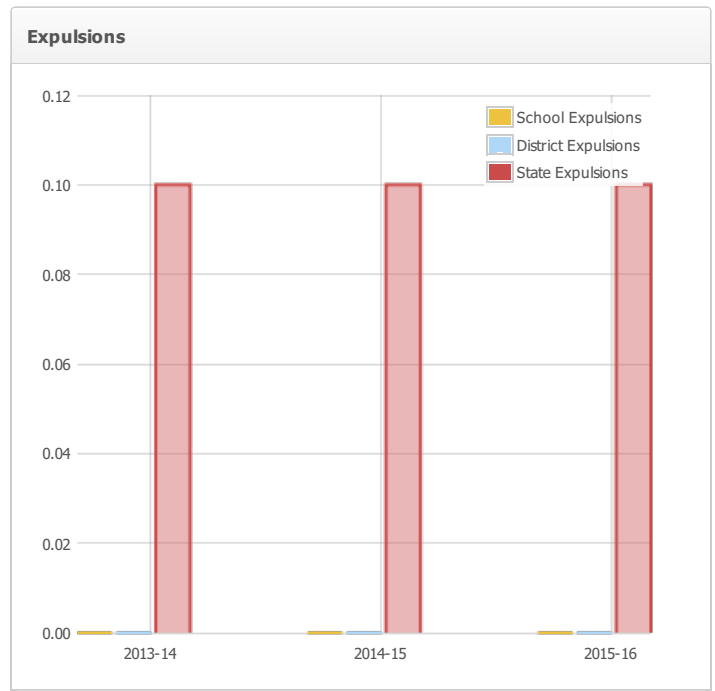
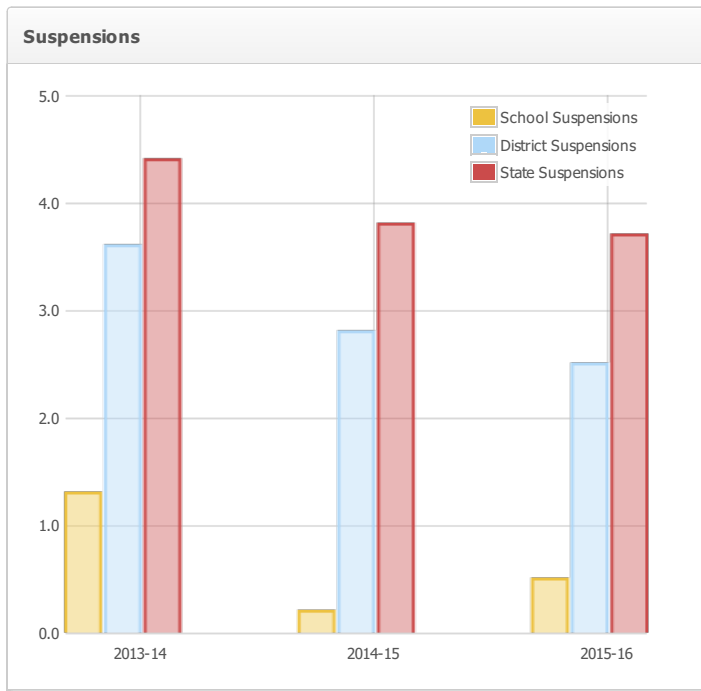
State Priority: School Climate

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 1.3 | 0.2 | 0.5 | 3.6 | 2.8 | 2.5 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |



Last updated: 1/20/2017

School Safety Plan (School Year 2016-17)

The safety of all Verdugo Woodlands students is a priority at our school. Our campus is a closed campus. 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 WAVE Foundation have provided funding to purchase new emergency walkie-talkie radios for our campus. The administration completes an annual review of all classroom emergency backpacks and PTA replenishes the safety supplies.

Last updated: 1/20/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

| 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 | 11 |
| Percent of Schools Currently in Program Improvement | N/A | 64.7% |

Note: Cells with NA values do not require data.

Last updated: 1/20/2017

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | 2014-15 | | | 2015-16 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | 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 | 23.0 | 0 | 6 | 0 | 22.0 | 1 | 4 | 0 | 23.8 | 1 | 3 | 0 |
| 1 | 23.0 | 0 | 5 | 0 | 24.0 | 1 | 5 | 0 | 22.8 | 1 | 4 | 0 |
| 2 | 25.0 | 0 | 5 | 0 | 24.0 | 0 | 5 | 0 | 21.9 | 2 | 4 | 0 |
| 3 | 27.0 | 0 | 5 | 0 | 25.0 | 0 | 5 | 0 | 23.6 | 2 | 4 | 0 |
| 4 | 32.0 | 0 | 1 | 2 | 32.0 | 0 | 2 | 2 | 27.0 | 2 | 0 | 3 |
| 5 | 37.0 | 0 | 0 | 3 | 31.0 | 0 | 1 | 2 | 28.3 | 0 | 1 | 3 |
| 6 | 31.0 | 0 | 3 | 0 | 34.0 | 0 | 0 | 3 | 30.7 | 1 | 0 | 2 |
| Other | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |

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

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | 0.2 | N/A |
| Library Media Teacher (librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | 0.3 | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 0.8 | 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: 1/20/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|---|--|-------------------------------|
| School Site | \$5693.0 | \$426.0 | \$5266.0 | \$76812.0 |
| District | N/A | N/A | \$5365.0 | \$82657.0 |
| Percent Difference – School Site and District | -- | -- | -0.1% | -- |
| State | N/A | N/A | \$5677.0 | \$75837.0 |
| Percent Difference – School Site and State | -- | -- | -- | -- |

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

Last updated: 1/20/2017

Types of Services Funded (Fiscal Year 2015-16)

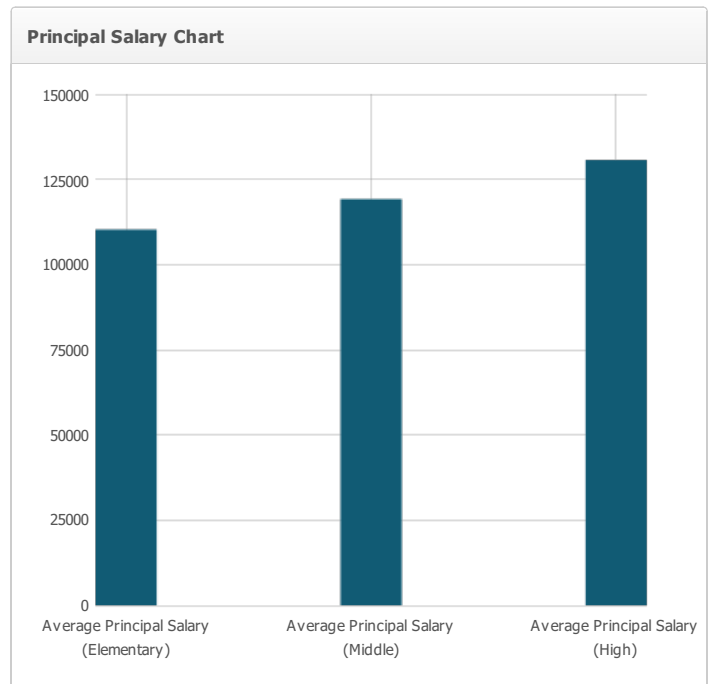
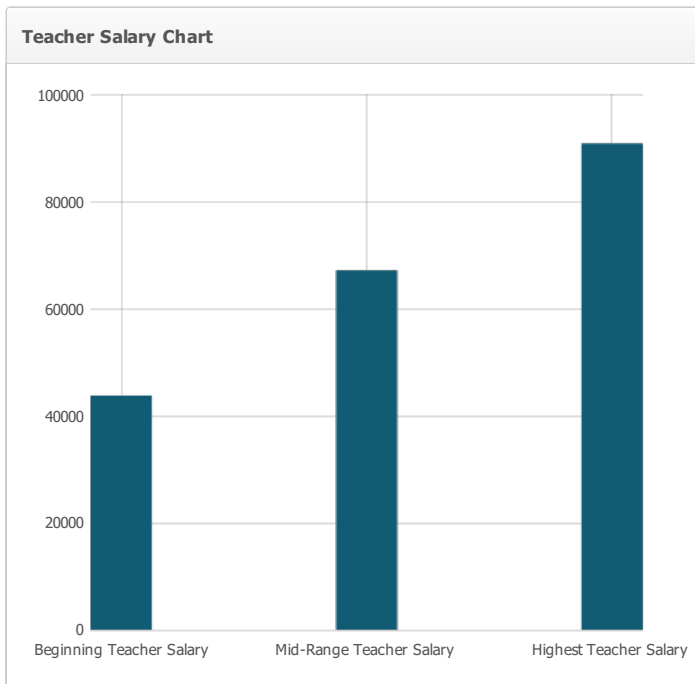
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and WAVE Foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which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

Last updated: 1/20/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$43,725 | \$45,092 |
| Mid-Range Teacher Salary | \$67,125 | \$71,627 |
| Highest Teacher Salary | \$90,802 | \$93,288 |
| Average Principal Salary (Elementary) | \$110,262 | \$115,631 |
| Average Principal Salary (Middle) | \$119,200 | \$120,915 |
| Average Principal Salary (High) | \$130,676 | \$132,029 |
| Superintendent Salary | \$266,500 | \$249,537 |
| Percent of Budget for Teacher Salaries | 39.0% | 37.0% |
| 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: 1/20/2017

Professional Development

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: 1/20/2017