

La Pluma Elementary School

14420 La Pluma Drive • La Mirada, CA 90638 • (562) 943-7104 • Grades K-5

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Norwalk-La Mirada Unified School District

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Norwalk, CA 90650
(562) 868-0431
www.nlmusd.org

District Governing Board

Sean M. Reagan Board President
Chris Pflanzler Board Vice President
Darryl R. Adams Board Member
Jesse Urquidi Board Member
Karen Morrison Member
Margarita L. Rios Board Member
Ana Valencia Board Member

District Administration

Dr. Hasmik Danielian
Superintendent
Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
John Lopez
**Assistant Superintendent, Human
Resources**

School Description

Welcome to La Pluma Elementary School where our mission is developing students to lead, think, problem-solve, care, and create! With 480 students, our school encourages children to develop a love for learning in a safe, engaging, and academically challenging environment. Students, parents, and staff team together to provide a positive campus where we shape academic, physical, emotional, social and artistic development of our students. We partner closely with families and our surrounding community to create a supportive environment that recognizes the individual differences and needs of our children. We work to support one child at a time as we help students grow and develop with 21st century skills. Preparing your child for the future is our primary goal and we welcome you as our partners in this important journey.

The elementary years are the foundation for development of strong, positive attitudes, capabilities, habits, and academic skills. With this responsibility in mind, our curriculum is rigorous, motivating, and creative. Learning is challenged and supported through standards-based instruction, unified units of study, small group and whole group learning, technology, problem solving, inquiry, and enrichment opportunities such as art, music, and choir. Our classroom learning environments promote intellectual curiosity, encourage creativity, and provide a balance between teamwork and independence. Our hope is to celebrate learning as a lifelong experience.

As part of our commitment to the community, parent involvement at La Pluma continues to soar! On any given day, visitors to our campus will see parents working together with teachers in classrooms, on the playground, and in our parent center, providing that key ingredient found in highly effective schools. At La Pluma, we share a unified vision to increase student achievement, address the needs of the whole child through the arts and character education, and to cultivate responsible, respectful, and productive citizens.

About the SARC

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 <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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	99
Grade 1	68
Grade 2	80
Grade 3	83
Grade 4	74
Grade 5	79
Total Enrollment	483

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.2
Asian	4.6
Filipino	5
Hispanic or Latino	59.8
Native Hawaiian or Pacific Islander	0.4
White	24.4
Two or More Races	0.6
Socioeconomically Disadvantaged	47.4
English Learners	8.5
Students with Disabilities	13
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
La Pluma Elementary School	14-15	15-16	16-17
With Full Credential	21	25	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1013
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
La Pluma Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	100.0	0.0

* 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 (School Year 2016-17)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/29/2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	55	52	43	46	44	48
Math	45	47	25	29	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	60	55	48	54	52	47	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.1	24.1	21.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	80	79	98.8	48.1
Male	44	44	100.0	54.6
Female	36	35	97.2	40.0
Hispanic or Latino	46	46	100.0	41.3
White	21	21	100.0	61.9
Socioeconomically Disadvantaged	49	48	98.0	39.6
Students with Disabilities	11	11	100.0	27.3

* 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. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	83	83	100.0	48.2
	4	75	73	97.3	42.5
	5	80	79	98.8	64.6
Male	3	44	44	100.0	40.9
	4	43	42	97.7	35.7
	5	44	44	100.0	63.6
Female	3	39	39	100.0	56.4
	4	32	31	96.9	51.6
	5	36	35	97.2	65.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	57	57	100.0	40.4
	4	41	40	97.6	32.5
	5	46	46	100.0	63.0
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	13	13	100.0	61.5
	4	23	22	95.7	59.1
	5	21	21	100.0	66.7
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	42	42	100.0	40.5
	4	29	29	100.0	34.5
	5	49	48	98.0	60.4
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	18	18	100.0	22.2
	4	24	23	95.8	8.7
	5	11	11	100.0	45.5

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	83	83	100.0	54.2
	4	75	73	97.3	41.1
	5	80	79	98.8	44.3
Male	3	44	44	100.0	54.5
	4	43	42	97.7	33.3
	5	44	44	100.0	43.2
Female	3	39	39	100.0	53.9
	4	32	31	96.9	51.6
	5	36	35	97.2	45.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	57	57	100.0	47.4
	4	41	40	97.6	30.0
	5	46	46	100.0	47.8
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	13	13	100.0	69.2
	4	23	22	95.7	59.1
	5	21	21	100.0	42.9

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	42	42	100.0	50.0
	4	29	29	100.0	34.5
	5	49	48	98.0	33.3
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	18	18	100.0	27.8
	4	24	23	95.8	13.0
	5	11	11	100.0	45.5
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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. 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

La Pluma stands with a committed and active PTA. Our PTA prides itself on strengthening the school by providing many programs and enrichment opportunities for our students and families. Parents in our school are encouraged to volunteer in various capacities, including classroom helpers, library volunteers, mentors, field trip chaperones, office projects, room parents, playground helpers, gardeners, G.A.T.E. program enrichment, and, of course, involvement with our PTA. Many of our parents are involved in our district PTA Council meetings and special events. In addition, parents play a key role on our School Site Council Committee. They are involved with our English Language Advisory Committee, and they serve as liaisons to several district committees. PTA leadership has always encouraged parents to be highly involved in their child's education. Parents create wonderful partnerships by sharing their time and talents.

Many special events are planned in partnership with our parents and staff: Kindergarten Meet & Greet, First Day Welcome Reception, Teacher Welcome Luncheon, Back-to-School Night, Harvest Carnival, Silent Auction, Holiday Program, McTeacher's Night, Grandparents' Day, Founders' Day, Science Camp for 5th grade, Jog-A-Thon, Talent Show, Open House, Fifth Grade Activities, Promotion Ceremonies for Kindergarten and Fifth Grades, and Teacher Appreciation. Our high level of parental involvement is the key to making our school a great place to be! We are working together to "team up" for the success for all of our students!

We strive for a community-like atmosphere. Frequent communication provides parents with many ways to get involved and gain knowledge about their child's education. Each month, the PTA produces an award winning newsletter, The Panther Paws News. This monthly publication keeps parents updated on upcoming events and opportunities for involvement. All of our school events and important information can be found on our school website by visiting www.laplumaelementary.org.

For information about participating at our school, please contact our PTA President, through the school office.

State Priority: School Climate

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

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

School Safety Plan

Supervision staff and volunteers monitor the school grounds for 15 minutes before and after school as well as at all recesses and at lunch time. As part of our Positive Behavior Support Program, teachers regularly review the rules for safe, responsible, and respectful behavior in school, on the playground, and about campus. We have a closed campus that is fully fenced. Visitors must enter the school through the school office and sign in, where they receive a visitor's badge to wear throughout their stay.

We revise our School Safety Plan annually in February. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during a school wide staff meeting. We practice fire and earthquake drills ten times a year and hold mock trainings for staff and students on emergency preparedness in October and late April. We have an earthquake shed where we store emergency supplies for every student and faculty member as well as for the 10-20 parent and community volunteers who can be found at La Pluma on any given day.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.1	1.0	1.2
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		88.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	28	24	24				3	4	4			
1	27	27	27				2	2	2			
2	28	27	27				2	3	3			
3	28	26	26				3	3	3			
4	33	31	31				1	2	2	1		
5	33	33	33				1	1	1	2	2	2
Other	10	13	13	1	1	1						

Professional Development provided for Teachers

As part of the professional evaluation process, each staff member sets professional growth goals in the fall. Goals are met through college courses, workshops and conferences, professional reading, classroom and site visitations, and collaborative work with other educators. Staff members demonstrate a sincere commitment to on going professional development. A comprehensive list of school wide professional development includes the following:

1. Teacher collaboration for the purpose of analyzing data, planning Common Core units, daily lesson planning, and planning for intervention
2. Training on the new Common Core State Standards and curriculum resources for math
3. Training on the new Common Core State Standards (CCSS) and curriculum resources for Writer's Workshop
4. Training on the new CCSS for Reading and resources
5. Training on the new CCSS for English Language Development (ELD) and resources
6. Training on the new CCSS for word study and resources
7. Training on differentiation of Instruction using technology with emphasis on ELD
8. Training on Positive Behavior Intervention Support (PBIS) and development of school implantation plan
9. Continued training and progress toward developing as a Professional Learning Community (PLC)
10. Participate in biweekly grade level articulation meetings

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,010	\$44,958
Mid-Range Teacher Salary	\$74,441	\$70,581
Highest Teacher Salary	\$97,657	\$91,469
Average Principal Salary (ES)	\$124,784	\$113,994
Average Principal Salary (MS)	\$123,318	\$120,075
Average Principal Salary (HS)	\$136,152	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9515.24	1985.06	7530.18	85,529.86
District	◆	◆	7392.59	\$80,236
State	◆	◆	\$5,677	\$74,216
Percent Difference: School Site/District			1.9	6.6
Percent Difference: School Site/ State			32.6	15.2

* Cells with ◆ do not require data.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.