

La Madera Elementary School

25350 Serrano Road • Lake Forest CA, 92630 • (949) 770-1415 • Grades K-6

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Saddleback Valley Unified School District

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School Description

La Madera School is a one-of-a-kind community of learning. Upon entering our school, students immediately feel welcome and connected. We are a community where students, parents, and staff work together to create a learning environment that encourages excellence and the love of learning.

Academic proficiency for every student is the heart of instruction at La Madera. To achieve this goal, we constantly focus on students' individual learning needs. We use Professional Learning Community (PLC) teams focused on the Decision Making for Results/Data Team model. Through this model we use student work and performance to enhance our instructional process and improve student performance. In addition to our regular classroom curriculum, we also offer enrichment and after school programs as well as intervention programs throughout the year to strengthen students' academic skills.

Three words sum up our vision and form our motto for every student who enters our school: Believe! Achieve! Succeed! We believe that all students can achieve, and in that effort they will succeed.

Mr. Roger Mayer preceded me as principal of La Madera. I will be taking over the position of Principal for the 2014-2015 school year.

Heather K. Ramsey
Principal

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (949) 770-1415.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	61
Gr. 1	71
Gr. 2	94
Gr. 3	109
Gr. 4	86
Gr. 5	103
Gr. 6	108
Total	632

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	11.4
Filipino	2.8
Hispanic or Latino	32.9
Native Hawaiian/Pacific Islander	0.5
White	45.1
Two or More Races	5.4
Socioeconomically Disadvantaged	28.0
English Learners	17.7
Students with Disabilities	11.9

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 Madera Elementary School	12-13	13-14	14-15
Fully Credentialed		23	26
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
Saddleback Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
La Madera Elementary School	12-13	13-14	14-15
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

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>High Point Basics Student Book Adopted 2004</p> <p>HM Reading: A Legacy of Literature Adopted 2004</p> <p>Holt Literature and Language Arts Adopted 2004</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Math Expressions by Houghton Mifflin Harcourt Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt Adopted 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Scott Foresman California Science K-5 Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Reflections by Harcourt Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

La Madera was constructed in 1977 and has been well maintained over the years. Our school includes a main building with 21 classrooms and 9 portable buildings. Over the years we have improved the stage area, installed shade structures over the eating areas, improved the playground equipment, modified the office, and modernized the computer lab. A new multiuse classroom/multipurpose room was completed in 2008. It has allowed us to expand our library and computer lab and offers a more spacious performance area. In 2009 we completed modernization of our interior and exterior structure to upgrade instructional spaces, meet Americans with Disabilities Act access requirements, improve our fire reporting and phone systems, update our technology, and increase the energy efficiency of our heating and air-conditioning systems.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10-8-14

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]	[]	[]		Stained ceiling tiles, to be replaced by custodian.
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	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	[X]	[]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	93	94	91	79	81	81	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	74	79	80	71	74	71	54	56	55
Math	75	84	83	65	65	65	49	50	50
HSS				69	71	71	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	2	8	7

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

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.9	26.5	55.9

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	81
All Student at the School	91
Male	93
Female	88
Black or African American	
American Indian or Alaska Native	
Asian	100
Filipino	
Hispanic or Latino	73
Native Hawaiian/Pacific Islander	
White	94
Two or More Races	
Socioeconomically Disadvantaged	70
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	0	24	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-11	50	-2
Native Hawaiian/Pacific Islander			
White	4	20	-4
Two or More Races			
Socioeconomically Disadvantaged		52	-26
English Learners		74	
Students with Disabilities			

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

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

Parents help in many ways at La Madera. Our School Site Council, which approves our annual plan and budget, is an elected group that consists of five parents and five staff members. Parents also serve on our Measure B Facilities Bond Advisory Committee, providing input on the use of bond funds for facility improvement. Parents represent La Madera School on the Facilities Advisory Council in matters related to school attendance boundaries and facility use.

Our PTA is also very involved in supporting our overall school program; it provides the funding for our school librarian and health clerk and many of our school assemblies, programs, and activities as well as hundreds of hours of assistance at school. Parents volunteer in the classrooms and library and help with field trips, the Art Masters program, classroom activities, and other programs.

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

La Madera has safe and modern facilities and playground equipment. District maintenance staff and our custodial staff inspect and maintain our facilities and equipment regularly. We supervise the playground areas during recess and lunch times and before and after school. We employ playground supervisors to help monitor student safety and help students resolve playground issues.

Our Safe School Plan establishes specific procedures for security and safety including fire, earthquake, disaster and lockdown plans. All visitors are required to sign in at the main office, where they receive a Visitor or Volunteer badge to wear throughout their stay.

Students participate in monthly schoolwide fire drills and biannual disaster and lockdown drills. Each classroom has an emergency bag with up-to-date emergency supplies and a disaster bucket with three days of food, water, and supplies for all students. We also inform students and parents of emergency procedures and update our Safe School Plan annually. Our school website includes information on our emergency preparedness and procedures. In the event of an emergency, each teacher has specific responsibilities for the supervision, safety, and care of all students and staff on site.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.0	1.6	0.9
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.3	2.9	1.9
Expulsions Rate	0.1	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		87.5

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	30.5	31	31	0			2	2	2	0		
Gr. 1	29	29	24	0		1	4	3	2	0		
Gr. 2	27	20	19	0	2	3	2	3	2	0		
Gr. 3	23.8	19	22	1	2	2	3	2	3	0		
Gr. 4	33.7	25	22	0	1	2	0	1		3	2	2
Gr. 5	25.3	21	26	1	3	1	3		1	0	2	2
Gr. 6	33	22	27	0	2	1	1		1	1	2	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$41,761
Mid-Range Teacher Salary	\$69,313	\$66,895
Highest Teacher Salary	\$93,743	\$86,565
Average Principal Salary (ES)	\$112,050	\$108,011
Average Principal Salary (MS)	\$118,747	\$113,058
Average Principal Salary (HS)	\$127,831	\$123,217
Superintendent Salary	\$274,263	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,219	\$88	\$4,131	\$95,089
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-18%	8%
Percent Difference: School Site/ State			-24%	-10%

Types of Services Funded at La Madera Elementary School

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point.

Professional Development provided for Teachers at La Madera Elementary School

Our staff is so strongly committed to improvement and staff development that they have elected to use our monthly staff meeting times and their own before and after school times to work in grade-level groups for improving instruction and student performance. Grade-level groups review and analyze student performance data to determine areas that may need improvement and then plan strategies for that improvement. Student work is then evaluated for specific signs of improvement. Grade-level Data Teams have focused on improvement in math reasoning (word problems), reading comprehension, written expression, and academic vocabulary. Our schoolwide focus has been to maintain our strong performance for our overall school population while also creating stronger English language and reading skills in our subgroup populations.