Escalona Elementary School

15135 Escalona Road • La Mirada, CA 90638 • (714) 521-0970 • Grades K-5
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Norwalk-La Mirada Unified School District
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Ana Valencia Board Vice President

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Superintendent

Dr. Patricio Vargas
Assistant Superintendent - Educational Services

Estuardo Santillan
Assistant Superintendent, Business Services

John Lopez
Assistant Superintendent, Human Resources

School Description

Welcome to Escalona Elementary School, where students soar on the wings of success! Escalona Elementary is a kindergarten through grade five neighborhood school in La Mirada, California where staff and community take pride in enriching the lives of our students.

At Escalona School we take strong action to positively influence a quality instructional program that promotes student success and focuses on improving student learning. We provide an education that is based on the Common Core State Standards and that encourages creativity, communication, collaboration and critical thinking. Our school culture is one of diversity, inclusion, and possibility; qualities that provide support for student learning. Our culture sets the tone for our students' success and achievement and provides the rallying point for our staff, students, parents, businesses, and neighbors.

Teachers, students, parents, and the community all work together to foster an appreciation of each child's uniqueness as a member of a diverse multiethnic, multicultural society. To increase our effectiveness as teachers, administrators, and staff, we share leadership, promote collegiality, continuously learn and apply new strategies, establish standards of professional performance, and take risks to try new ideas.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	102
Grade 2	109
Grade 3	96
Grade 4	97
Grade 5	97
Total Enrollment	597

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	5.7
Filipino	3.9
Hispanic or Latino	69.8
Native Hawaiian or Pacific Islander	0.2
White	16.2
Two or More Races	2.8
Socioeconomically Disadvantaged	42
English Learners	4.4
Students with Disabilities	14.1
Foster Youth	0.5

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			
Escalona Elementary School	15-16	16-17	17-18
With Full Credential	28	28	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	782
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Escalona Elementary School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: 2017-18	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2017, Benchmark Advanced **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

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

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: 12/10/2014				
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

CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**				
	School		**District**		**State**
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	79	76	52	47	56	54

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	56	61	46	44	48	48
Math	46	56	29	30	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	20	40	2.2

* 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	95	93	97.9	76.3
Male	51	50	98.0	72.0
Female	44	43	97.7	81.4
Hispanic or Latino	66	64	97.0	68.8
White	16	16	100.0	87.5
Socioeconomically Disadvantaged	41	40	97.6	72.5
Students with Disabilities	11	10	90.9	60.0

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	281	99.29	61.21
Male	147	147	100	53.06
Female	136	134	98.53	70.15
Black or African American	--	--	--	--
Asian	12	12	100	66.67
Filipino	11	11	100	63.64
Hispanic or Latino	201	200	99.5	58.5
White	45	45	100	71.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	132	132	100	52.27
English Learners	11	11	100	36.36
Students with Disabilities	47	47	100	34.04
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	281	99.29	56.23
Male	147	147	100	55.1
Female	136	134	98.53	57.46
Black or African American	--	--	--	--
Asian	12	12	100	58.33
Filipino	11	11	100	81.82
Hispanic or Latino	201	200	99.5	52.5
White	45	45	100	64.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	132	132	100	46.21
English Learners	11	11	100	36.36
Students with Disabilities	47	47	100	31.91
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2017-18)
Escalona maintains two active parent/teacher support groups: the PTA and the School Site Council. Parents and community members are actively involved with teachers and staff in decision making. Our school encourages parent and community involvement in the classroom in order to serve our students. Parents and community members regularly volunteer in the classroom, supervise field trips, and provide supplementary instruction for students. Escalona's monthly Parent Newsletter, weekly grade-level newsletters, and the Web site help keep parents informed of schoolwide activities and programs.

Through fund-raisers, Escalona's PTA has brightened Escalona with colorful murals, a double-sided marquee, backpack racks for each classroom, playground equipment in the kindergarten yard, and a permanent shade structure over the lunch area. The PTA also funds the Meet the Masters art appreciation program, the Reading Eagles are Dynamite (READ) Home Reading Program, various school assemblies and transportation for field trips.

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.

School Safety Plan
Staff and parent volunteers monitor the school grounds for 15 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe and responsible behavior in school and on the playground. We have a closed campus that is fully fenced and visitors must enter the school through the school office to sign in and obtain a visitor badge that must be worn throughout their stay.

Escalona's School Safety Committee updates the School Safety Plan annually each October and trains the staff on safety procedures at that time. The plan includes information on disaster drills, evacuation routes, disaster teams, and the location of first-aid supplies. The School Site Council reviews, revises, and approves the School Safety Plan annually. It is available for review in the school's main office. We practice fire drills each month, lockdown drills each trimester and Earthquake drills twice each year. We maintain a storage shed that houses school-wide disaster supplies. Additionally, each classroom is equipped with a bucket that holds emergency equipment. Supply and equipment inventories are conducted annually by the School Safety Committee. The emergency supply of food and water is replaced per their expiration dates.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.8	0.7	0.5
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.8	2.7	2.6
Expulsions Rate	0.1	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
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)												
	Average Class Size			Number of Classrooms*								
Grade				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	26	21	1	1	1	4	3	4		1	
1	26	27	27				3	4	3			
2	32	28	27				3	2	4			
3	29	25	27				3	4	4			
4	33	27	31		1				3	3	3	
5	25	31	26	1		1	3	3	2			1

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

Professional Development provided for Teachers

During the 2016-2017 school year, Escalona staff participated in professional development opportunities designed to clarify and facilitate the transition from curriculum and instruction based on California State Standards to the new curriculum and instructional strategies based on Common Core Standards. Common Core is a set of standards developed by the federal government in the hopes of unifying educational standards nationwide. The professional development at Escalona highlighted the instructional shifts in English Language Arts, Mathematics, Writing and the Integration of Technology Skills within the instructional content. Additionally, staff members were provided professional development in Multi-Tiered Systems of Support (Academic and Behavior) as well as in Professional Learning Communities and Data Discussions.   On site professional development was conducted two times per month. Escalona teachers were supported by district common core coaches and on site lead teachers.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,411	$48,522
Mid-Range Teacher Salary	$78,162	$75,065
Highest Teacher Salary	$102,538	$94,688
Average Principal Salary (ES)	$130,561	$119,876
Average Principal Salary (MS)	$132,232	$126,749
Average Principal Salary (HS)	$142,956	$135,830
Superintendent Salary	$241,500	$232,390
Percent of District Budget		
Teacher Salaries	38%	37%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9690.54	2327.08	7363.46	87147.55
District	♦	♦	8112.64	84898.44
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			-9.7	2.6
Percent Difference: School Site/ State			11.3	11.3

* Cells with ♦ do not require data.

Types of Services Funded

Escalona teachers provide in class academic interventions to assist students in attaining grade level achievement. These interventions include the use of several computer based, computer adapted programs including Raz-Kids (K-2), iReady (K-5) and Study Island (4-5). Other in-class interventions include small group instruction and guided reading.

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.