

Escalona Elementary School

15135 Escalona Road • La Mirada, CA 90638 • (714) 521-0970 • Grades K-5

Bonnie Cadra-Lytle, Principal

blytle@nlmusd.org



2017-18 School Accountability Report Card Published During the 2018-19 School Year



Norwalk-La Mirada Unified School District

12820 Pioneer Blvd
Norwalk, CA 90650
(5662) 868-0431
www.nlmusd.org

District Governing Board

Ana Valencia Board President
Jude Cazares Board Vice President
Darryl R. Adams Board Member
Chris Pflanzler Board Member
Karen Morrison Member
Jesse Urquidi Board Member
Jorge Tirado Board Member

District Administration

Dr. Hasmik Danielian
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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	86
Grade 1	93
Grade 2	98
Grade 3	106
Grade 4	93
Grade 5	99
Total Enrollment	575

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	5.2
Filipino	4.3
Hispanic or Latino	70.1
Native Hawaiian or Pacific Islander	0.2
White	15.8
Socioeconomically Disadvantaged	44.3
English Learners	5.9
Students with Disabilities	11.0
Foster Youth	0.0

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	16-17	17-18	18-19
With Full Credential	28	26	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	898
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Escalona Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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: 9/2018	
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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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 Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	61.0	59.0	44.0	46.0	48.0	50.0
Math	56.0	49.0	30.0	32.0	37.0	38.0

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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.4	28.6	29.6

* 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.

**School Year 2017-18 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	294	290	98.64	59.31
Male	153	151	98.69	53.64
Female	141	139	98.58	65.47
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	36.36
Filipino	12	12	100.00	75.00
Hispanic or Latino	205	204	99.51	55.39
White	47	46	97.87	71.74
Two or More Races	12	10	83.33	90.00
Socioeconomically Disadvantaged	154	153	99.35	47.06
English Learners	17	17	100.00	41.18
Students with Disabilities	29	29	100.00	27.59
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 2017-18 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	294	290	98.64	49.31
Male	153	151	98.69	53.64
Female	141	139	98.58	44.6
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	54.55
Filipino	12	12	100	58.33
Hispanic or Latino	205	204	99.51	43.63
White	47	46	97.87	69.57
Two or More Races	12	10	83.33	60
Socioeconomically Disadvantaged	154	153	99.35	41.83
English Learners	17	17	100	41.18
Students with Disabilities	29	29	100	24.14
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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	2015-16	2016-17	2017-18
Suspensions Rate	0.7	0.5	1.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.7	2.6	3.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	21	17	1	1	2	3	4	2	1		
1	27	27	26				4	3	3			
2	28	27	25				2	4	3			
3	25	27	25				4	4	5			
4	27	31	30	1				3	3	3		
5	31	26	26		1	1	3	2	2		1	1
Other			8			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

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,923	\$49,512
Mid-Range Teacher Salary	\$80,506	\$77,880
Highest Teacher Salary	\$105,611	\$96,387
Average Principal Salary (ES)	\$119,859	\$123,139
Average Principal Salary (MS)	\$125,277	\$129,919
Average Principal Salary (HS)	\$145,806	\$140,111
Superintendent Salary	\$257,268	\$238,324
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11263.50	2908.67	8354.83	8672.79
District	◆	◆	8958.82	85790.09
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-7.0	-163.3
Percent Difference: School Site/ State			15.9	-160.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

DataQuest

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