

La Pluma Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Norwalk-La Mirada Unified

School District

12820 Pioneer Blvd
Norwalk, CA 90650
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www.nlmusd.org

District Governing Board

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Board President

Jesse Urquidi

Board Vice President

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Ana Valencia

Board Member

Karen Morrison

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District Administration

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Superintendent

Dr. Patricio Vargas

Assistant Superintendent -

Educational Services

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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 approximately 400 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. Our staff and students are focused on our BIG 3; Be Safe, Be Respectful, and Be Responsible. Our Positive Behavior Interventions and Supports have been honored by the state of California with a recent PBIS award for our effort to improve the social and emotional well-being 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 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 drama. In addition, we understand the importance of communication as a 21st Century skill. Our school is an AVID certified elementary campus, promoting collaborative structures as well as students engaged in debate and academic conversations. Our classroom learning environments promote intellectual curiosity, encourage creativity, and provide a balance between teamwork and independence.

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 <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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	68
Grade 2	62
Grade 3	71
Grade 4	75
Grade 5	82
Total Enrollment	437

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.5
Asian	5.7
Filipino	3.2
Hispanic or Latino	62.2
Native Hawaiian or Pacific Islander	0.5
White	23.1
Two or More Races	0.7
Socioeconomically Disadvantaged	56.5
English Learners	9.6
Students with Disabilities	11.9
Foster Youth	0.2
Homeless	10.8

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 for La Pluma Elementary	17-18	18-19	19-20
With Full Credential	22	23	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	17-18	18-19	19-20
With Full Credential	◆	◆	890
Without Full Credential	◆	◆	3
Teaching Outside Subject Area of Competence	◆	◆	6

Teacher Misassignments and Vacant Teacher Positions at La Pluma Elementary School

Indicator	17-18	18-19	19-20
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.

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: 2019-September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-1 English-language Arts: Benchmark Advanced- My Shared Readings, adopted 2017 Grades 2-5 English-language Arts: Benchmark Advanced- Texts for Close Reading, adopted 2017 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: Mystery Science Inc - Mystery Science, adopted 2019 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: Studies Weekly Inc – Studies Weekly CA Ed, adopted 2019 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: 10/29/2012

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	Good	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	52	51	46	47	50	50
Math	45	42	32	35	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	24.0	16.0	26.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	226	224	99.12	51.34
Male	119	118	99.16	44.92
Female	107	106	99.07	58.49
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	58.33
Filipino	--	--	--	--
Hispanic or Latino	142	141	99.30	46.10
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100.00	55.56
Socioeconomically Disadvantaged	135	134	99.26	44.78
English Learners	26	25	96.15	24.00
Students with Disabilities	38	36	94.74	25.00
Foster Youth	--	--	--	--
Homeless	49	49	100.00	0.00

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 2018-19 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	226	224	99.12	41.52
Male	119	118	99.16	38.98
Female	107	106	99.07	44.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	58.33
Filipino	--	--	--	--
Hispanic or Latino	142	141	99.30	34.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100.00	48.15
Socioeconomically Disadvantaged	135	134	99.26	32.84
English Learners	26	25	96.15	32.00
Students with Disabilities	38	36	94.74	11.11
Foster Youth	--	--	--	--
Homeless	49	49	100.00	0.00

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 2019-20)

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, 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, our PTA highlights key events on campus through our social media posts on Facebook and Twitter. All of our school events and important information can also 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 State priority: School Climate (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 the parent and community volunteers who can be found at La Pluma on any given day.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.8	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.7	3.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	.5

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	3		20	1	2		20	3	1	
1	27		2		26		2		19	1	2	
2	25		3		26		3		26		2	
3	27		3		23		3		25		3	
4	32		2		31		2		27		2	
5	25	1	3		27	1	3		27	1	3	
Other**					18	1	1					

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 through weekly Professional Learning Community sessions.
2. Training on the new Common Core State Standards and curriculum resources for math.
3. Training on the new CCSS for Reading and Writing resources.
4. Training on the new CCSS for English Language Development (ELD) and resources.
5. Training on the new CCSS for vocabulary development, academic language, and academic conversations and resources.
6. Training on differentiation of Instruction using technology.
7. Training on Positive Behavior Intervention Support (PBIS) and development of our school-wide implementation plan.
8. Continued training and progress toward developing as a Professional Learning Community (PLC).
9. Participate in biweekly grade level articulation meetings.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,733	\$51,374
Mid-Range Teacher Salary	\$81,762	\$80,151
Highest Teacher Salary	\$107,259	\$100,143
Average Principal Salary (ES)	\$135,001	\$126,896
Average Principal Salary (MS)	\$153,836	\$133,668
Average Principal Salary (HS)	\$139,258	\$143,746
Superintendent Salary	\$269,120	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12408.97	3689.90	8719.07	91752.43
District	N/A	N/A	9174.34	\$88,239.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.1	3.9
School Site/ State	14.9	11.2

Note: Cells with N/A values 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.