Escalona Elementary School

15135 Escalona Road • La Mirada, CA 90638 • (714) 521-0970 • Grades K-5
Bonnie Cadra-Lytle, Principal
blytle@nlmusd.org
www.escalonaelem.org

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
(5662) 868-0431
www.nlmusd.org

District Governing Board

Jude Cazares
Board President

Jesse Urquidi
Board Vice President

Darryl R. Adams
Board Member

Chris Pflanzer
Board Member

Karen Morrison
Board Member

Ana Valencia
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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	87
Grade 2	87
Grade 3	106
Grade 4	105
Grade 5	87
Total Enrollment	556

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	5.9
Filipino	4.5
Hispanic or Latino	68.5
Native Hawaiian or Pacific Islander	0.2
White	15.5
Two or More Races	3.6
Socioeconomically Disadvantaged	45
English Learners	6.1
Students with Disabilities	9.9
Foster Youth	0.4
Homeless	5.4

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 Escalona Elementary	17-18	18-19	19-20
With Full Credential	26	27	26
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 Escalona 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, 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: California Studies Weekly, Adopted 2018 **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

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	59	64	46	47	50	50
Math	49	59	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	19.3	26.1	26.1

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	293	292	99.66	64.04
Male	150	149	99.33	64.43
Female	143	143	100.00	63.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	50.00
Filipino	12	12	100.00	75.00
Hispanic or Latino	212	212	100.00	61.32
White	40	40	100.00	70.00
Two or More Races	11	10	90.91	90.00
Socioeconomically Disadvantaged	150	150	100.00	56.67
English Learners	21	21	100.00	57.14
Students with Disabilities	23	23	100.00	43.48
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	44	44	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	294	293	99.66	58.70
Male	151	150	99.34	64.00
Female	143	143	100.00	53.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	66.67
Filipino	12	12	100.00	83.33
Hispanic or Latino	213	213	100.00	54.93
White	40	40	100.00	65.00
Two or More Races	11	10	90.91	80.00
Socioeconomically Disadvantaged	151	151	100.00	51.66
English Learners	21	21	100.00	52.38
Students with Disabilities	23	23	100.00	43.48
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	44	44	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)
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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.0	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	
Resource Specialist (non-teaching)	2.0
Other	

*   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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	4		17	2	2		24		4	
1	27		3		26		3		20	1	2	
2	27		4		25		3		23		3	
3	27		4		25		5		23	1	4	
4	31		3		30		3		32		2	1
5	26	1	2	1	26	1	2	1	31		3	
Other**					8	1			7	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	16	18	18

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, Data Discussions, Cognitively Guided Instruction and Counting Collections.. 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 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	12066.16	3667.93	8398.23	91464.47
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	-8.8	3.6
School Site/ State	11.2	10.9

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.