

William F. Elliott Elementary School

16715 S. Jersey Ave. • Artesia, CA 90703 • (562) 229-7850 • Grades K-6

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



ABC Unified School District

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Leticia Mendoza, Vice President

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Dr. Valencia Mayfield
**Assistant Superintendent,
Academic Services**

Toan Nguyen
**Assistant Superintendent,
Business Services
Chief Financial Officer**

Dr. Gina Zietlow
**Assistant Superintendent,
Human Resources**

A Message from the Principal

William F. Elliott Elementary is an award winning Global Studies and Technology Magnet School. In 2014, Elliott was awarded the 2014 California Distinguished School Award and the Title I Academic Achieving School Award. In 2016, Elliott was awarded the California Gold Ribbon as well as the Title 1 Academic Achievement Award for our mathematics program and instruction. In 2018, Elliott has been awarded the California Distinguished for growth on the 2017 California Dashboard. These honors are the product of our community's dedication to continuous improvement in student achievement and social emotional support. Elliott is a collaborative community, striving toward our fullest potential. In striving for excellence, our students learn and achieve success through a motivating Common Core Standards-Based Curriculum.

Our core belief at Elliott is focusing on the whole child. We pride ourselves on maintaining a balance between academic, social, and emotional growth. With learning being our top priority, Elliott students participate in a rigorous and challenging Common Core standards-based curriculum, supplemented by our global studies units. Students have many opportunities for success with the leveled intervention, Gifted and Talented instruction, multicultural music, P.E., our Global Studies program, Student Council, PBIS full school implementation, reading and math intervention, track team, and band. Students learn and utilize technology through our technology integration program (TIP) with classroom iPads and Chromebooks in Kindergarten Chromebooks in First through Sixth grade.

Parents are encouraged to participate in their child's education. There are many ways in which parents can be involved such as classroom volunteers, join PTA, become members of our School Site Council, volunteer at least one full day per year on the Elliott Panther Patrol, provide donations, or help at one time events. Parents are invited to join us on campus for many activities including, Parent University Nights, Career Day, Cultural Information Day, Math and Reading Parent assemblies. We know that by working together, we will have a rewarding school year.

Elliott Elementary School, located in the City of Artesia, serves 520 students in Transitional Kindergarten to Sixth Grade on a traditional calendar system. Elliott is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

William F. Elliott Elementary is a school community where the highest expectations are maintained. Elliott utilizes all available resources to enable students to become life-long learners who possess the ability to achieve their utmost potential. We promote a safe, nurturing, and stimulating environment that invites students to actively participate in educational opportunities. Elliott provides a welcoming atmosphere in which parents and community members are encouraged to become immersed in students' educational endeavors. Individual academic and social needs of staff and students are met, creating a desirable environment where all participants are successful.

Mission Statement

The staff at Elliott Elementary School believes all students can learn and provides a high quality Common Core Standards-Based curriculum through caring and best practices of instruction.

Vision Statement

Elliott School World Navigators appreciate diversity, become technologically literate, develop skills for academic success, and utilize critical thinking skills to communicate effectively. We are a community of lifelong learners, responsible global citizens, and champions of our own success. We are respectful, kind and responsible.

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	92
Grade 1	76
Grade 2	79
Grade 3	52
Grade 4	88
Grade 5	62
Grade 6	92
Total Enrollment	541

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.5
Asian	25
Filipino	11.8
Hispanic or Latino	34.2
Native Hawaiian or Pacific Islander	0.7
White	15.2
Two or More Races	3.1
Socioeconomically Disadvantaged	48.8
English Learners	23.7
Students with Disabilities	7
Foster Youth	0.4

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 William F. Elliott	17-18	18-19	19-20
With Full Credential	21	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for ABC Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	21
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at William F. Elliott 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.

Types of Services Funded

The total district expenditures for all school sites for FY 2018-19 was \$238,852,566.89- The district spent \$8,145.82 per student. 61.89 cents of every dollar went to teacher salaries and 15.84 cents was spent for administration. The remainder 22.27 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance).

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 students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 McGrawHill: HM Reading: ELA/ELD:McGrawHill Reading, Wonders, A Reading/Language Arts Program. K-6 McGrawHill: ELA:Maravillas, (Spanish) Reading Intervention: Reading Wonderworks Reading Intensive Intervention: The Sondag System The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	K-6 Pearson: enVision Math, CA Common Core The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 Macmillan/McGraw Hill: California Science Gr. 6 Pearson/Prentice Hall: Focus on Earth Science Gr 6: SCIENCE: STEMscopes: STEMscopedia 6th Grade, CA Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 Scott Foresman: History-Social Science California(Kinder:Learn & work; Grade 1- Time & Place; Grade 2: Then & Now; Grade 3:Our Communities; Grade 4: Our California; Grade 5: Our nation Gr. 6 McDougal Littell: World History: Ancient Civilizations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-6: Glencoe/McGraw Hill: Health: Teen health, Course 1 K-3: Health Wave, Inc: Health Promotion Wave 4-5:Harcourt Brace: Healthy You Series 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)

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 05/05/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Good	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None needed

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	Good	All the above areas were repaired and/or addressed. Overall condition of the school can be described as 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	71	65	66	66	50	50
Math	60	57	54	55	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	25.8	16.1	27.4

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	294	291	98.98	64.95
Male	157	156	99.36	57.69
Female	137	135	98.54	73.33
Black or African American	31	30	96.77	60.00
Asian	65	65	100.00	73.85
Filipino	34	34	100.00	61.76
Hispanic or Latino	104	103	99.04	64.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	48	97.96	68.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	155	153	98.71	61.44
English Learners	90	90	100.00	62.22
Students with Disabilities	26	26	100.00	34.62
Students Receiving Migrant Education Services	--	--	--	--

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	291	98.98	56.70
Male	157	156	99.36	57.05
Female	137	135	98.54	56.30
Black or African American	31	30	96.77	40.00
Asian	65	65	100.00	78.46
Filipino	34	34	100.00	79.41
Hispanic or Latino	104	103	99.04	45.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	48	97.96	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	155	153	98.71	51.63
English Learners	90	90	100.00	55.56
Students with Disabilities	26	26	100.00	30.77
Students Receiving Migrant Education Services	--	--	--	--

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)

Parents and community members are very supportive of the educational program at Elliott Elementary School. Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with student's needs and comply with ABC's Strategic Plan Goals.

Parents are encouraged to participate on one or more of the following committees or organizations:

- PTA
- School Site Council
- Volunteering in or out of the classroom
- Student Study Teams
- Title One Advisory Committee
- LCAP Advisory Committee
- ELAC Advisory Committee
- Open House
- Back to School Night
- Red Ribbon Week
- Winter Concert
- Kindergarten Welcome
- Parent Leadership Conference
- Parent Workshops/ Nights
- Field Trip Chaperons
- Assistance with Fundraisers
- PBIS Paw Picnic
- Elliott Panther Patrol

The School Site Council, consisting of school staff, parents, and community members, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of the various programs in relation to student achievement, and to act as a liaison between the community and the school.

Numerous programs are enriched by the generous contributions made by the following organizations to Elliott Elementary School:

- Ready Study Go!
- Chess Masters
- Young Rembrandts
- Office Max
- Mimi's Cafe
- Southern California Edison
- Target
- Wal-Mart
- Elliott Parents
- Los Cerritos Community News
- Trader Joes
- Chick Fil A
- Cerritos Mall
- Cerritos Sheraton Hotel
- Cerritos Library
- Cerritos Center for the Performing Arts
- Cerritos Center Mall
- Artesia Community Support
- FedCo
- 7-11

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

In order to provide a secure and safe atmosphere Elliott Staff reviewed our School Safety Plan in September and October. Monthly fire drills, trimester lock down drills and bi-yearly disaster drills are conducted to ensure that staff and students are up to date on safe and secure evacuations. Detailed information concerning Elliott's emergency procedures is available in our front office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.2	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.9	1.6
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)	
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	25		4		24	1	3		23		4	
1	29		2		25		3		25		3	
2	26		3		28		2		26		3	
3	29		2		27		3		26		2	
4	30		3		28		2		29		3	
5	30		3		29		3		31		2	
6	30		3		29		3		31		3	
Other**												

*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		5	5

Our teachers actively seek opportunities for professional growth to provide effective instruction with the focus on student learning. Staff development is based on the assessed needs of the students and the school personnel and is currently focusing on the adoption of the Common Core State Standards with Swun Math, Thinking Maps, and Write From the Beginning and Beyond, ELA/ELD instruction. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year. School-wide training focus areas include technology, English language arts, writing across the curriculum, math, differentiation, NGSS science instruction and using data to drive instruction. Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and by sharing their experiences and knowledge with colleagues. The District offers professional development funds to school sites for professional development activities, NGSS Science, processed writing, and data analysis are examples of district wide professional development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,310	\$51,374
Mid-Range Teacher Salary	\$76,353	\$80,151
Highest Teacher Salary	\$103,681	\$100,143
Average Principal Salary (ES)	\$126,865	\$126,896
Average Principal Salary (MS)	\$126,865	\$133,668
Average Principal Salary (HS)	\$145,416	\$143,746
Superintendent Salary	\$243,357	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5998	135.54	5862.09	85388
District	N/A	N/A	6155	\$82,836.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.9	3.0
School Site/ State	-23.8	4.8

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.