



Carmela Elementary School

13300 Lakeland Road • Whittier, CA 90605 • (562) 941-2132 • Grades K-6

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<https://carmela.swhittier.k12.ca.us/>

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



South Whittier School District

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Whittier, CA 90605

(562) 944-6231

www.swhittier.net

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**Director, Assessment,
Accountability & Parent
Engagement**

School Description

Our mission is to ensure that all scholars have the academic skills and character traits that are necessary to be successful adults. We know that our scholars have several external factors (socio-economic status, English as a second language, foster youth, etc.) that make learning complex. We are dedicated to unwrapping the complexities and providing scholars with the tools to cope with and overcome external factors. We promise to value the diversity of our scholars' population and work diligently to provide the best instructional practices. We will honor each scholar by providing a safe and positive environment where everyone can learn and develop intellectually, socially, and physically. We seek to instill an appreciation for cultural sensitivity, a positive attitude toward self and others, and the responsibility for lifelong learning skills. Together, the staff at Carmela, our parents, and our community stakeholders will empower students to prepare for an ever-changing, diverse, competitive, and complex world.

In accordance with our mission, Carmela offers several programs to assist in the full development of a scholar. Academically, we provide whole group instruction with research-based student engagement strategies and GLAD strategies throughout the curricular day. We also provide small group instruction and an RTI intervention model for striving scholars. During this intervention, scholars are provided with extra opportunities to learn the core curriculum. Additionally, we provide lessons on the top 10 scholarly character traits. Scholars are expected to model these behaviors and are reminded/rewarded monthly at our Spirit Assemblies. Additionally, Carmela is a PBIS school with an anti-bully program.

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	51
Grade 1	62
Grade 2	55
Grade 3	47
Grade 4	55
Grade 5	61
Grade 6	58
Total Enrollment	389

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Filipino	0.3
Hispanic or Latino	98.5
White	1
Socioeconomically Disadvantaged	94.9
English Learners	54
Students with Disabilities	16.5
Foster Youth	1
Homeless	4.9

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 Carmela Elementary	17-18	18-19	19-20
With Full Credential	16	16	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South Whittier School	17-18	18-19	19-20
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Carmela 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.

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

Our school complies with the Williams Law; every child has an appropriate textbook for all academic subjects requiring textbooks. Students are allowed to take their textbooks home for study after school when needed. The school uses district and categorical funds to provide supplemental materials for the classrooms including classroom library books, as well as materials for intervention and ELD.

A process is in place for schools to order materials at the beginning of the school year for all students. In addition, there is a process to order additional materials throughout the school year in order to address the changing needs of our student population. Schools notify the district staff when a new student registers for classes so appropriate materials can be ordered.

Textbooks and Instructional Materials

Year and month in which data were collected: August , 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 Houghton Mifflin Harcourt California Journeys 2017 7-8 Amplify ELA: California Edition 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-6 Harcourt School Publishers 2007 7th and 8th Pearson Prentice Hall 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-6 Houghton Mifflin 2007 7th-8th Holt 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)

This school has 27 permanent classrooms, a multipurpose room, and an administration building. The main campus was built in 1959. In 2000, eight new classrooms were built. The new restroom building was constructed in 2001. During the summer of 2016, the Administration building was completely remodeled.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A district safety consultant inspects each site annually and provides a written report. In addition, the district's membership in a Joint Powers Agreement (JPA) property and liability collaboration provides annual site inspections.

The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/26/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	
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	30	30	36	37	50	50
Math	19	16	24	25	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	16.7	21.7	16.7

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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	219	218	99.54	29.82
Male	114	113	99.12	27.43
Female	105	105	100.00	32.38
Black or African American	--	--	--	--
Hispanic or Latino	216	216	100.00	29.17
White	--	--	--	--
Socioeconomically Disadvantaged	210	210	100.00	29.52
English Learners	148	147	99.32	25.17
Students with Disabilities	34	34	100.00	8.82
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	219	219	100.00	16.44
Male	114	114	100.00	21.05
Female	105	105	100.00	11.43
Black or African American	--	--	--	--
Hispanic or Latino	216	216	100.00	16.20
White	--	--	--	--
Socioeconomically Disadvantaged	210	210	100.00	15.71
English Learners	148	148	100.00	14.86
Students with Disabilities	34	34	100.00	0.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

Parent partnerships are a vital part of the school community. At Carmela, our parents have ample opportunities to become involved with his/her child's education. Carmela parents can become involved by joining formal committees that include: School Site School (SSC), and District Advisory Committees/English Language Advisory Committee (DAC/ELAC/LCAP). Parents also attend the annual Back to School Night, Open House, and Fall and Spring Parent/Teacher conferences. There are also several community events including Family Math Night, Family Reading Night, Family Pumpkin Carving Night and Family Bingo Night. We also have several learning opportunities for our families. These include PIQE classes, English classes, and the Latino Literacy Program. We also have grade-level specific classes that teach parents grade level expectations based on Common Core standards. Additionally, we offer a Kindergarten Orientation each year. Other methods of daily communication with parents and families include automated/personalized parent portal system, and telephone calls regarding student progress, "good news" calls, and absences. Parents also received support from our Community Liaison based on their individual needs.

Parent involvement coordinator: Maria Baltazar, Community Liaison

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

As required by state law, each school maintains a detailed safety plan; the Plan was revised in August 2019. Carmela school has a well-organized disaster preparedness program which includes emergency supplies. All personnel is trained in emergency procedures and students take part in regularly scheduled emergency drills. Food, water, medical and other emergency supplies are updated annually to ensure each campus is ready to respond in the event of an emergency or disaster. Campuses are carefully monitored before, during and after school hours. Break periods and lunch are supervised by school personnel. Schools are secured with security fencing. Check-in and check-out procedures are also strictly enforced at all campuses. The District maintains constructive relationships with law enforcement agencies to ensure the safety of all campuses. Furthermore, through Measure W funding (a general obligation bond passed by area voters to upgrade school facilities) all schools have upgraded communication systems and radio communication at all times. The School Safety Plan is updated annually in September and as needed.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.6	1.1	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.9	1.7	2.1
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	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

* 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.

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	19	2	2		27	1		2	18	2	1	
1	24		2		24		2		29		2	
2	28		2		23		2		28		2	
3	20	3			28		2		24		2	
4	31		2		30		2		28		2	
5	33			2	29		2		31		2	
6	25		3		34			2	77		2	1
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	4	4	4

Carmela teachers are provided with professional development opportunities throughout the school year. At the district level, teachers receive support in English Language Arts, Math, Writing, and English Language Development. At the site level, teachers are provided with professional development on the reading building blocks with an emphasis on decoding, fluency, and comprehension. In addition, we provide training to develop teachers' knowledge and skills to analyze data. We are also focusing on high leverage instructional practices including Collaboration, Academic Language, and Differentiation. We also focus on promoting critical thinking skills and the growth mindset. Teachers have also received extensive training in CGI math strategies, ELD standards, and lesson delivery.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,598	\$49,378
Mid-Range Teacher Salary	\$74,958	\$77,190
Highest Teacher Salary	\$96,690	\$96,607
Average Principal Salary (ES)	\$118,147	\$122,074
Average Principal Salary (MS)	\$121,494	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$219,300	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	6%	6%

* 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	\$5,999	\$2,548	\$3,451	\$79,489
District	N/A	N/A	\$3,694	\$82,569.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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.

Types of Services Funded

At Carmela, we provide an extensive intervention model with the support of three Instructional Aides and two half time credentialed teachers. Together, our teachers, Instructional Coach, and support staff hold grade level data meetings to create scholars groups to meet the academic needs of our scholars. Based on their needs, we create small group intervention groups that receive differentiated instruction 5 days a week within the classroom. We have also hired Instructional Aides to provide additional class support on a daily basis in our 5th and 6th-grade classrooms during math instruction. In addition, one of our instructional aides is providing additional support for our newcomer students. Furthermore, scholars also have access to Myon. This computer-based program gives scholars access to over 2,000 books through the online library.

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.