



# El Cerrito Elementary School

1051 North Hillside St. • La Habra, CA 90631 • (562) 690-2340 • Grades K-6

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<http://www.lahabraschools.org/elcerrito/>

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



### La Habra City Elementary School District

500 North Walnut St.

La Habra, CA 90631

(562) 690-2305

[www.lahabraschools.org](http://www.lahabraschools.org)

#### District Governing Board

Sandi Baltes, President

John Dobson, Clerk/Vice-President

Cynthia Aguirre, Member

Ida MacMurray, Member

Adam Rogers, Member

#### District Administration

Dr. Joanne Culverhouse

**Superintendent**

Dr. Teresa Egan

**Associate Superintendent of  
Human Resources**

Dr. Sheryl Tecker

**Assistant Superintendent of  
Educational Services**

Dr. Cammie Nguyen

**Administrative Director, Special  
Education and Student Services**

Dr. Mario A. Carlos

**Director of Communications and  
Special Programs**

### School Description

We are excited to share that not only are we one of two Computer Science Magnet Schools in Orange County, and all of our students are issued their own iPad to be used at school and at home! We have partnered with Code to the Future to provide a Computer Science Immersion Program. Students share solutions featuring computer programming with a real-world audience, beyond their teacher. With this program, students are able to collaborate with experts in the world as they use computer programming to solve problems. These experiences contribute to student ownership of their work, and a deeper learning applied to all content areas.

Students are engaged in a structured program provided by Code to the Future that provides Computer Science lessons and activities regularly. These activities include learning programming languages and applying what they learned using LEGOs and Minecraft. As the school year progresses, computer science lessons will be woven into other core subject area instructional time. Teachers are provided weekly support and coaching from a Code to the Future "Coach" who provides instructional resources and lessons to help students solve relevant and authentic problems which will be showcased throughout the school year to the community; these showcases, known as "Epic Builds" will occur several times a year.

We firmly believe that all children have the opportunity to learn in a safe, positive environment that promotes and encourages respect and responsibility. Walt Disney said, "If you can dream it, you can do it!" At El Cerrito, our Scotties are provided daily opportunities to dream and create. Our STEM lab, which includes ozobots, sferos, cublets, and ozmo, is a place where students interact with technology in new and different ways, allowing them to engage in collaborative projects, thereby ensuring their future success through meaningful and engaging learning activities both during the school day and in our after school programs. Our safe and supportive environment engenders student confidence and competence on the road to college and career readiness.

As a California Gold Ribbon School and Title I Academic Achievement Award School, amazing things happen at El Cerrito. With a continual focus on student learning, all instructional activities are designed to provide students with opportunities for brighter tomorrows. El Cerrito's full-day Kindergarten prepares our youngest Scotties with the foundation needed for future success.

Teachers meet on a weekly basis in Professional Learning Community groups to collaborate and discuss student achievement, possible intervention and enrichment opportunities and how to differentiate instruction to meet the needs of all students. Teachers are continuously asking themselves four key questions when discussing student achievement to ensure student success.

- What do we expect students to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will we respond when they already know it?

The parents and the community are a key component to the success of our students. Therefore, we welcome and encourage our parents to take an active role in their child's education. We strongly believe in "teamwork" because when the best and brightest come together, the possibilities are endless!

## 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	82
Grade 1	69
Grade 2	64
Grade 3	74
Grade 4	46
Grade 5	56
Grade 6	54
Total Enrollment	445

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
Asian	1.3
Filipino	0.9
Hispanic or Latino	88.3
White	6.3
Two or More Races	1.3
Socioeconomically Disadvantaged	70.8
English Learners	29.2
Students with Disabilities	15.1
Foster Youth	0.4
Homeless	1.1

## 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 El Cerrito Elementary	17-18	18-19	19-20
With Full Credential	17	19	19.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for La Habra City	17-18	18-19	19-20
With Full Credential	♦	♦	3.57
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at El Cerrito 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)**

On October 10, 2019, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #15-2019 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of August, 2019.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October, 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	McGraw Hill 2017, Imagine Learning, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Mathematics</b>	The Math Learning Center Bridges & Number Corners, 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Science</b>	Pearson Scott Foresman, 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>History-Social Science</b>	McMillan/McGraw Hill, 2007 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)**

Head Custodian, Jason Munier, and Principal, Jennifer McCully-Rodriguez

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: November, 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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		40	36	40	50	50
Math		35	28	31	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	19.6	25.0	25.0

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.

### Types of Services Funded

Federal Title I funds help support staff development for teachers to improve instructional practice, pay for supplemental resources and materials to support curriculum and instruction, and pay for parent-involvement activities throughout the school year. In addition, one of our dedicated educational assistants is also funded through Title I and works directly with students in our reading program.

Supplemental and Concentration funds pay for four bilingual educational assistants who provide direct services to students in need. These funds are also used to purchase materials and supplies for classrooms and pay for translators for parent conferences.

Our PTA also raises funds for field trips, assemblies, and classroom supplies throughout the year.

### 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.

**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	233	230	98.71	39.57
Male	137	135	98.54	37.78
Female	96	95	98.96	42.11
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	209	206	98.56	39.32
White	14	14	100.00	21.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	166	163	98.19	31.29
English Learners	94	92	97.87	22.83
Students with Disabilities	36	36	100.00	16.67
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.

**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 members monitor the school grounds for 30 minutes before school as well as all recess and lunch times. Teachers and support staff regularly teach, practice, and review the rules for safe, respectful, and responsible behavior in school and on the playground. All visitors are required to enter the school through the main office and sign in. They receive a badge to wear throughout their stay on campus.

We revise our School Safety Plan annually; it was last revised in the spring of 2019. The plan includes procedures for emergencies, exit routes, and supplies. This plan is shared with our staff, School Site Council/Advisory and Information Committee, and English Language Learner Committee. It is also available in the office for review. We currently house a three-day food and water supply for our students and staff in the event of an emergency. We practice fire drills and hold earthquake drills throughout the year.

In addition to our School Safety Plan, we have a Safe School Action Plan. Included in this plan are our mission statement, school narrative, and goals regarding people and programs at El Cerrito School.

**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	233	232	99.57	35.34
Male	137	136	99.27	36.76
Female	96	96	100.00	33.33
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	209	208	99.52	33.65
White	14	14	100.00	35.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	166	165	99.40	28.48
English Learners	94	94	100.00	24.47
Students with Disabilities	36	36	100.00	13.89
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)

We provide multiple opportunities for parents to become involved in school activities and support student learning. Parents can join our School Site Council (SSC), which works closely with the administration to help make important financial decisions. Parents of English learners are vital to our ELAC. Room parents help our teachers with special projects in the classroom and serve as chaperones on field trips.

Our dedicated PTA works diligently to support our teachers and students throughout the school year. They tirelessly help and sponsor Buck-A-Book, food tasting events, assemblies, and field trips. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, parent conferences twice a year, and family reading, math, and writing events throughout the school year. We appreciate our parent volunteers and are always looking for more ways to help our parents become more involved in their child's education. Please contact our principal to find out how you can help.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.4	1.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.1	1.7	1.8
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)	1.0
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	24	1	5		25	1	6		26		3	
1	30		3		25		4		27		2	
2	25		4		28		4		24		3	
3									28		2	
4									29		2	
5									28		2	
6									18	6	12	
Other**	12	1			8	1			11	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	4	4	4

Each year the District looks at student achievement data along with teacher requests for specific trainings to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on new English Language Arts adoptions, Wonders and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges and Math Links. In 2019-2020, training focused on developing Multi-Tiered System of Supports (MTSS).



In addition to the Districtwide trainings, each site works with a consultant from InnovateEd to develop Cycles of Inquiry around their strategic focus. Teacher leaders attend seven days of training to analyze student data, develop a strategic focus for the year, implement evidence based lessons, and analyze student work. Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support implementation of the strategic focus.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,980	\$49,378
Mid-Range Teacher Salary	\$82,563	\$77,190
Highest Teacher Salary	\$109,041	\$96,607
Average Principal Salary (ES)	\$136,256	\$122,074
Average Principal Salary (MS)	\$136,512	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$238,772	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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	11782	2943	8839	93264
District	N/A	N/A	8200	\$91,713.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	7.5	2.8
School Site/ State	-26.6	20.3

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.