



Arbolita Elementary School

1001 E Brookdale Ave. • La Habra, CA 90631 • (562) 690-2352 • Grades K-6

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



La Habra City
School District

La Habra City Elementary School District

500 North Walnut St.
La Habra, CA 90631
(562) 690-2305
www.lahabraschools.org

District Governing Board

Cynthia Aguirre, President
Sandi Baltas, Clerk/Vice-President
John Dobson, 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

On behalf of the students and staff at Arbolita Visual and Performing Arts Academy, it is a pleasure to provide you with information about our school. We were named a California Distinguished School and Title I Achievement School for 2014, only 3 other schools in Orange County were similarly recognized. The staff is committed to providing our students with a safe, stimulating, and positive learning environment. Our teachers work closely in grade-level teams to plan meaningful instruction based on the Common Core State Standards. It is our goal for students to become lifelong learners who are responsible citizens, fluent readers, problem solvers, and effective communicators.

This year, our school became the Visual and Performing Arts Academy for the district. We now have a piano lab, music/choir teacher, opportunities for participation in performances and much, much more.

Every teacher at Arbolita Elementary School has the distinction of being "Highly Qualified" under the No Child Left Behind Act guidelines. Our staff considers building partnerships with parents to be a high priority. We encourage all of our parents to be involved in our classrooms, PTA, School Site Council, English Language Advisory Committee, and more. Please come and visit us! We would love for you to meet the Arbolita Team!

Our teachers meet weekly in Professional Learning Communities (PLC) to set goals based on standards, develop assessments for each goal, and discuss ways in which to support students not meeting goals. They share strategies for best practices, look at student work, and plan instruction for future learning.

To maximize student achievement, we differentiate our reading instruction to provide support and extension to students reading at a variety of levels. This differentiated reading time provides each of our students an opportunity to achieve high levels of reading success regardless of their ability level. Students are evaluated to determine their current levels in reading. Teachers meet together to scaffold the students across all of the teachers and support personnel at each grade level. The scaffolding method provides support to students as they learn a concept, then the support is removed as students achieve competence. The purpose of this scaffolding is to lower the student-teacher ratio for those students who have the most intense academic needs. Students receive up to one hour of instruction each day at their reading levels. We provide interventions for struggling students through our Learning Center Model to scaffold their instructional needs and set them on the path of success.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	170
Grade 1	114
Grade 2	117
Grade 3	46
Total Enrollment	447

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	1.3
Filipino	0.2
Hispanic or Latino	92.4
Native Hawaiian or Pacific Islander	0.0
White	4.3
Socioeconomically Disadvantaged	72.9
English Learners	46.8
Students with Disabilities	6.0
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			
Arbolita Elementary School	16-17	17-18	18-19
With Full Credential	15	17.5	17.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
La Habra City Elementary School District	16-17	17-18	18-19
With Full Credential	◆	◆	1.95
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Arbolita Elementary School	16-17	17-18	18-19
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 2018-19)

On October 11, 2018, 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 #12-2018 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, 2018.

Textbooks and Instructional Materials Year and month in which data were collected: October, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Imagine Learning, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	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
Science	Pearson Scott Foresman, 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	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: October, 2018		
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA		30.0		36.0		50.0
Math		30.0		28.0		38.0

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.

School Year 2017-18 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	48	46	95.83	30.43
Male	23	23	100.00	26.09
Female	25	23	92.00	34.78
Black or African American	--	--	--	--
Hispanic or Latino	46	45	97.83	28.89
Socioeconomically Disadvantaged	37	37	100.00	24.32
English Learners	30	29	96.67	24.14
Students with Disabilities	--	--	--	--

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

**School Year 2017-18 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	48	47	97.92	29.79
Male	23	23	100	39.13
Female	25	24	96	20.83
Black or African American	--	--	--	--
Hispanic or Latino	46	45	97.83	28.89
Socioeconomically Disadvantaged	37	37	100	27.03
English Learners	30	30	100	26.67
Students with Disabilities	--	--	--	--

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 2018-19)

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council (SSC) and English Language Advisory Committee (ELAC) to work with administration to help make financial decisions. All parents of our students are vital to our advisory committees. We hold Coffee with the Principal meetings five times a year to provide a public forum for disseminating information and responding to questions. We also have a community liaison who provides parents with several opportunities to become involved in their child's education. These opportunities include parent education classes, volunteering opportunities, and other parent leadership activities.

Room parents help our teachers with special projects in the classroom and serve as chaperones on field trips. Our PTA members help with activities throughout the year such as: Red Ribbon Week, Fall Family Fun Nights, Holiday Family Fun Night, Family Reading and Math Nights, Holiday Gift Shop, Arbolita Arts Festival, book fairs, the annual jog-a-thon, performances, and more. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent conferences in October and February. We appreciate our parent volunteers, and are always looking for more ways to help our parents become more involved. Please contact our principal for information.

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 at all recess and lunch times and after school. Teachers regularly review the rules for safe, responsible, and respectful behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the main office and sign in. They receive a badge to wear throughout their stay on campus. Furthermore, we are a PBIS (Positive Behavior Interventions and Supports) school that strives to promote safe and responsible school behavior through positive incentives, clear behavior expectations and specific behavior supports needed for our students to succeed.

We revise our School Safety Plan annually; it was last revised in October, 2018. The plan included 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 regular fire, lock-down and earthquake drills throughout the year to review the procedures that would keep our students, staff and families safe during an emergency. 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 Arbolita Visual and Performing Arts Academy.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.5	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.1	1.1	1.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.4375
Psychologist	1.00
Social Worker	0
Nurse	.11
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	.50
Other	1.5
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	27	25	1	1	1	5	4	6			
1	29	31	28				4	4	4			
2	28	24	29		1		4	4	4			
3			23						2			
Other	6			1								

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

Professional Development provided for Teachers

Our teachers attend staff development days throughout the school year. In 2017-2018, our teachers were able to learn more about our newly adopted Language Arts Curriculum- Wonders from McMillan/McGraw Hill. They also collaborated on how to weave district initiatives through their grade level plans. We also worked with our Professional Learning Cycle to deepen our students' reading comprehension by having our students independently apply reading strategies to understand text more closely. Our teachers were able to collaborate and train around the Instructional Practice of Guided Reading Instruction. Our teachers have also worked with on-site peer collaboration to analyze student writing. To support teachers as they applied these new skills, our Academic Coaches have observed our teachers' reading and math lessons in classrooms, modeled lessons where appropriate, and met with teachers to improve their practice.

Our students are dismissed at 2:00 p.m. on Wednesdays to allow time for teachers to collaborate, both within and across grade levels during Professional Learning Community meetings. Teachers look at student work to plan for next instructional steps as well as interventions or extension activities. Other release days are provided to our teachers as they develop their skills and practices in our areas of focus. We also have PE planning time weekly and teachers meet in grade level teams to plan instruction collaboratively. Students are simultaneously taught direct instruction in PE standards and skills by PE teachers on campus, releasing teachers to plan.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,020	\$48,064
Mid-Range Teacher Salary	\$80,944	\$75,417
Highest Teacher Salary	\$106,903	\$94,006
Average Principal Salary (ES)	\$132,101	\$119,037
Average Principal Salary (MS)	\$134,501	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$229,500	\$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Federal Title I and Local Control Funding Formula Supplemental and Concentration funds support low-income students and help pay for school support staff, including a library technician. In addition, these funds pay for instructional aides who work with teachers and small groups of students to improve learning opportunities. We use also use these resources for materials and supplies for our classrooms, library, and computer lab; for translators for parent conferences; and for parent-involvement activities. We also use these funds for a part-time counselor for our students. Our PTA raises funds for field trips, assemblies, and programs through our annual jog-a-thon, book fairs and catalog fundraisers. These funds help us buy more books for our library as well.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10907	2557	8350	89302
District	◆	◆	8200	\$90,690
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			1.8	-1.5
Percent Difference: School Site/ State			-32.1	16.0

* Cells with ◆ 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.