



El Cerrito Elementary School

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

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District Governing Board

Cynthia Aguirre, President
Sandi Baltes, Clerk/Vice-President
John Dobson, Member
Ida MacMurray, Member
Adam Rogers, Member

District Administration

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Superintendent
Dr. Teresa Egan
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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, but that all of our students will be 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	172
Grade 1	111
Grade 2	113
Total Enrollment	396

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.0
Asian	1.3
Filipino	0.8
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0.0
White	5.6
Socioeconomically Disadvantaged	80.1
English Learners	39.9
Students with Disabilities	16.2
Foster Youth	0.3

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			
El Cerrito Elementary School	16-17	17-18	18-19
With Full Credential	15	17	19
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	◆	◆	2.3
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
El Cerrito 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 2017, 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)

Facilities were reviewed on October 9, 2018 with Head Custodian, Felipe Lopez Lara . All rooms and systems were found to be in good condition.

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	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

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.

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 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 in October and January, 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.

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 May, 2018. 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.

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

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	1.4	0.5	1.4
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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.4375
Psychologist	.60
Social Worker	0
Nurse	.11
Speech/Language/Hearing Specialist	.80
Resource Specialist (non-teaching)	2
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	25	24	25	1	1	1	5	5	6			
1	26	30	25				3	3	4			
2	27	25	28				6	4	4			
Other	6	12	8	1	1	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

El Cerrito School utilizes the Cycles of Professional Learning Model when introducing new practices or initiatives. Our focus has and will continue to be the transition to and implementation of the Common Core State Standards. Teachers receive training in various ways and work collaboratively in their Professional Learning Communities (PLC) to plan, create, and adjust their instruction to meet not only the guidelines of our standards, but the needs of our students as well. Specifically, analysis of assessment data allows teachers to put "faces to the data," thereby focusing instruction on increasing learning outcomes for each and every student. Staff development in best instructional practices may occur in trainings where teachers may be released from their classrooms, on student free staff development days, and during afterschool PLC meetings. Our school-wide focus and commitment is closing the achievement gap for all students.

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 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11782	2943	8839	93264
District	◆	◆	8200	\$90,690
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			7.5	2.8
Percent Difference: School Site/ State			-26.6	20.3

* 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.