



Ladera Palma Elementary School

2151 East Brookdale • La Habra, CA 90631 • (562) 690-2348 • Grades K-4

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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
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Ida MacMurray, Member
Adam Rogers, Member

District Administration

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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

At Ladera Palma, we are extremely proud of our spectacular Dual Immersion Program. It was established in 2014 and has grown yearly! We now are able to offer Dual Immersion TK to 4th grades on one campus. Our Dual Immersion (DI) offers native Spanish speakers and native English speakers an opportunity to maintain and develop their first language while acquiring native-like communication and literacy skills in a second language. The Dual Immersion Program follows a 90:10 model that focuses on Spanish Immersion first with sequential bilingual/bi-literate skills acquired in English. English is added to the curriculum incrementally so that by fourth grade, students are receiving instruction for 50% of the day in both English and Spanish until Eighth grade. Dual Immersion staff is committed to continue to incorporate Visual and Performing Arts, Project Based Learning and Coding to our students' curriculum through the target language, Spanish. Additionally, we have also opened the first TK Dual Immersion program in our surrounding area!

Our program's foundation is aligned with the Three Pillars of Dual Language Education. As well, our school goals are aligned to these tenets. The first goal is that our students achieve bilingualism and bi-literacy. Our goal is for all of our students to be able to speak, understand, read and write in both languages. Our second goal is that all of our students reach high academic achievement levels in both languages. We measure and monitor our students' skills continuously, using assessments in both languages. Our third and final goal is that all of our students are able to develop cross-cultural competence skills and understanding. Through culturally responsive instruction and curriculum, we explore various cultural celebrations and education, focusing specifically on the culture of Latin America.

To reach these goals, it is very important that the entire school work as a team. The Ladera Palma staff demonstrates a deep commitment to working as a united Professional Learning Community (PLC). To this end, our teachers meet regularly to discuss student achievement; plan collaboratively; follow professional lines of inquiry to further their professional learning; and work collaboratively to review and revise instructional plans and goals. Additionally, our teachers exemplify being life-long learners as they continuously search for effective instructional pedagogy and support research to further our goals as a Dual Immersion school.

Our school is also committed to empowering and engaging our students' families and community. Our students can succeed in a community that supports and nurtures their quest for a multi-lingual, multi-literate and multicultural education. To this end, our staff works diligently in collaboration with our parents to create an academically and culturally-rich learning environment. Parents are offered a variety of opportunities to become involved in their school through volunteering, community events, parent education classes, clubs and through our PTA. We realize the power of working collaboratively with our families to augment our students' education. Additionally, we work closely with our community institutions to provide support or extension opportunities for our students and their families.

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	188
Grade 1	110
Grade 2	138
Total Enrollment	436

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	2.5
Filipino	0.2
Hispanic or Latino	83.0
Native Hawaiian or Pacific Islander	0.2
White	12.6
Socioeconomically Disadvantaged	66.5
English Learners	31.0
Students with Disabilities	11.0
Foster Youth	0.5

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			
Ladera Palma Elementary School	16-17	17-18	18-19
With Full Credential	17	18	14.5
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	◆	◆	1.6
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ladera Palma 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	Maravillas/Wonders- McMillan/McGraw Hill, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges In Mathematics- The Learning Center, 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foreman, 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)

Our school facility was inspected on October 10, 2018, by our morning custodian and me and we inspected the entire school. We checked lighting, water, flooring, door ways, cracks/uneven sidewalks, playground equipment, outside benches/tables, fire extinguishers, windows, doors, and all restrooms. All areas passed. Some minor repairs to the amphitheater and restrooms were reported to District Maintenance and have been resolved.

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	Fair	1. Overflowing toilets in adult and student bathrooms have been since fixed. 2. Amphitheater benches were repaired.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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
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)

Ladera Palma offers a variety of opportunities for parents to be involved in the life of our school. Many family and community members volunteer through the PTA, as classroom helpers, fundraising, bi-monthly coffee with the principal, Community Read Aloud Days, Read Across America Activities, Field Day, and by participating as decision makers in School Site Council and English Learners Advisory Committee. These governing bodies work with the administration to help make financial decisions. We use a schoolwide reading incentive program (Ladera Palma Reads) to involve parents in reading with their children every night throughout the school year. In addition, we invite parents to attend our Back-to-School Night in the fall and Open House in the spring, and parent-teacher conferences in November and February. Additionally, our community liaison organizes a variety of parent education classes and clubs. Currently, we offer a Garden Club, Art Club, Dance Club, and Copy Club that meet regularly for Parent Education opportunities that then serve as Parent Leadership opportunities. To find out more or to volunteer at the school, please contact Principal Dr. Rosamaria Murillo at (562) 690-2348.

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.

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 Safety Plan

In compliance with state law, Ladera Palma has a Safe Schools Plan that is revised annually in the fall. The goals of the plan include providing all students and staff members with a safe teaching and learning environment, safe and secure travel to and from school, and making available district programs and approved community resources to students and parents. The plan includes procedures for emergencies and exit routes. This plan is reviewed by the staff and School Site Council annually. The staff has a copy of the plan in the staff handbook in every classroom. We practice fire drills monthly, earthquake drills quarterly, and lockdown drills twice a year. In addition, we conduct a full disaster drill that includes mock scenarios. Emergency supplies are kept on site. Our district personnel make inspections of our playground equipment regularly. Parents also send in emergency care kits for our students.

The school provides an educational environment and we implement a Positive Behavior Interventions and Supports (PBIS) system on campus. We also support a school culture where students, parents, staff, and community members effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. Visitors are required to check in and wear a badge while on campus.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.2
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	.30
Social Worker	0
Nurse	.11
Speech/Language/Hearing Specialist	.10
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	24	28	24	2		1	5	5	7			
1	30	25	27				4	5	4			
2	29	27	27				5	5	5			
Other		14			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

Teachers at Ladera Palma are offered staff development in a variety of ways. Formal district-wide staff development takes place throughout the year. We have devoted those days to implementation of adopted curriculum in SLA/ELA (2017-2018) and Math (2018-2019). We have a devoted academic coach at our school who serves teachers as an instructional guide. The coach models lessons in classrooms, observes and trains teachers in the process of practicing new strategies, and provides ongoing staff development workshops. Coaching occurs during morning time slots or on Wednesday afternoons, as part of an all-school professional learning community event. Additionally, students are released early each Wednesday to provide teachers ample time to collaborate on student achievement data, look at student work, and discuss and share instructional practices strategies in Professional Learning Communities. In 2016-2017 our staff development revolved around the research and practice of differentiated instruction, Cognitively Guided Instruction in math, support for our English Learners, and reading comprehension with the support of Depth of Knowledge (DOK). In 2017-2018, we focused on providing our teachers with extensive training and support in our newly adopted Language Arts program, McGraw Hill Wonders. Additional training is ongoing for all curricular areas during our Wednesday and Friday PLC meetings. During this 2018-2019 school year, we have focused on Reading Comprehension strategies, Bridges in Mathematics implementation, Dual Immersion instruction and research. Our goal is to balance all of the district initiatives into a solid program for student success. In addition, we have provided workshops to refresh teachers on administrating and reporting of multiple measures while implementing iStation, our schoolwide assessment system. Finally, the principal meets one-on-one with teachers to review their classroom data to help support student learning.

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 dollars help pay for the support part-time instructional assistants who work directly with students in our reading program daily. Since we are a Dual Immersion site, all the instructional assistants are bilingual and bi-literate and are able to provide support in Spanish and English for all students. Title I funds also pay for part of our library tech salary, shared with the district. Conferences and professional development opportunities for Dual Immersion professional learning are funded through Supplemental and Concentrated Funds (S&C).

The remainder of our Title I funding is spent throughout the school year to support staff-development related issues, supplemental materials to support our curriculum and instruction, and parent involvement activities. Our PTA provides fundraising activities that support field trips and other educational opportunities for our students through the annual jog-a-thon and other fund-raising activities.

The majority of our general school budget goes toward teacher salaries and benefits.

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	10864	2410	8454	100182
District	◆	◆	8200	\$90,690
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			3.1	9.9
Percent Difference: School Site/ State			-30.9	27.4

* 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.