

La Pluma Elementary School

14420 La Pluma Drive • La Mirada, CA 90638 • (562) 943-7104 • Grades K-5

Terry Pace, Principal
tpace@nlmusd.org

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Norwalk-La Mirada Unified School District

12820 Pioneer Blvd
Norwalk, CA 90650
(562) 868-0431
www.nlmusd.org

District Governing Board

Margarita L. Rios Board President
Jesse Urquidi Board Vice President
Darryl R. Adams Board Member
Karen Morrison Board Member
Chris Pflanzler Board Member
Sean M. Reagan Board Member
Ana Valencia Board Member

District Administration

Dr. Ruth Perez
Superintendent
Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
Wayne Shannon
**Assistant Superintendent, Human
Resources**

School Description

Welcome to La Pluma Elementary School where our mission is developing students to lead, think, problem-solve, care, and create! With 480 students, our school encourages children to develop a love for learning in a safe, engaging, and academically challenging environment. Students, parents, and staff team together to provide a positive campus where we shape academic, physical, emotional, social and artistic development of our students. We partner closely with families and our surrounding community to create a supportive environment that recognizes the individual differences and needs of our children. We work to support one child at a time as we help students grow and develop with 21st century skills. Preparing your child for the future is our primary goal and we welcome you as our partners in this important journey.

The elementary years are the foundation for development of strong, positive attitudes, capabilities, habits, and academic skills. With this responsibility in mind, our curriculum is rigorous, motivating, and creative. Learning is challenged and supported through standards-based instruction, unified units of study, small group and whole group learning, technology, problem solving, inquiry, and enrichment opportunities such as art, music, and choir. Our classroom learning environments promote intellectual curiosity, encourage creativity, and provide a balance between teamwork and independence. Our hope is to celebrate learning as a lifelong experience.

As part of our commitment to the community, parent involvement at La Pluma continues to soar! On any given day, visitors to our campus will see parents working together with teachers in classrooms, on the playground, and in our parent center, providing that key ingredient found in highly effective schools. At La Pluma, we share a unified vision to increase student achievement, address the needs of the whole child through the arts and character education, and to cultivate responsible, respectful, and productive citizens.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (562) 943-7104.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	70
Gr. 1	75
Gr. 2	67
Gr. 3	76
Gr. 4	85
Gr. 5	78
Total	451

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.0
Asian	4.9
Filipino	4.9
Hispanic or Latino	59.6
Native Hawaiian/Pacific Islander	0.7
White	25.1
Two or More Races	1.3
Socioeconomically Disadvantaged	50.3
English Learners	7.5
Students with Disabilities	14.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
La Pluma Elementary School	12-13	13-14	14-15
Fully Credentialed	20	17	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
La Pluma Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	93.95	6.05
High-Poverty Schools	93.90	6.10
Low-Poverty Schools	95.05	4.95

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials		Year and month in which data were collected: 2014	
Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA	
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014	
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008	
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006	

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)					Year and month in which data were collected:			
System Inspected	Repair Status				Repair Needed and Action Taken or Planned			
	Good	Fair	Poor					
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]					
Interior: Interior Surfaces	[]	[]	[]					
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]					
Electrical: Electrical	[]	[]	[]					
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]					
Safety: Fire Safety, Hazardous Materials	[]	[]	[]					
Structural: Structural Damage, Roofs	[]	[]	[]					
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[]					
Overall Rating	Exemplary	Good	Fair	Poor				
	[]	[]	[]	[]				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	70	62	60	53	56	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	62	68	70	52	54	54	54	56	55
Math	67	74	79	46	47	48	49	50	50
HSS				41	41	44	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	8	8
Similar Schools	4	3	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.8	25.6	24.4

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	60
Male	68
Female	54
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	50
Native Hawaiian/Pacific Islander	
White	73
Two or More Races	
Socioeconomically Disadvantaged	49
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	3	31	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	16	28	-2
Native Hawaiian/Pacific Islander			
White	-27	41	27
Two or More Races			
Socioeconomically Disadvantaged	13	44	18
English Learners			
Students with Disabilities	0		

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

La Pluma stands with a committed and active PTA. Our PTA prides itself on strengthening the school by providing many programs and enrichment opportunities for our students and families. Parents in our school are encouraged to volunteer in various capacities, including classroom helpers, library volunteers, mentors, field trip chaperones, office projects, room parents, playground helpers, gardeners, G.A.T.E. program enrichment, and, of course, involvement with our PTA. Many of our parents are involved in our district PTA Council meetings and special events. In addition, parents play a key role on our School Site Council Committee. They are involved with our English Language Advisory Committee, and they serve as liaisons to several district committees. PTA leadership has always encouraged parents to be highly involved in their child's education. Parents create wonderful partnerships by sharing their time and talents.

Many special events are planned in partnership with our parents and staff: Kindergarten Meet & Greet, First Day Welcome Reception, Teacher Welcome Luncheon, Back-to-School Night, Harvest Carnival, Silent Auction, Holiday Program, McTeacher's Night, Grandparents' Day, Founders' Day, Science Camp for 5th grade, Jog-A-Thon, Talent Show, Open House, Fifth Grade Activities, Promotion Ceremonies for Kindergarten and Fifth Grades, and Teacher Appreciation. Our high level of parental involvement is the key to making our school a great place to be! We are working together to "team up" for the success for all of our students!

We strive for a community-like atmosphere. Frequent communication provides parents with many ways to get involved and gain knowledge about their child's education. Each month, the PTA produces an award winning newsletter, The Panther Paws News. This monthly publication keeps parents updated on upcoming events and opportunities for involvement. All of our school events and important information can be found on our school website by visiting www.laplumaelementary.org.

For information about participating at our school, please contact our PTA President, through the school office.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Supervision staff and volunteers monitor the school grounds for 15 minutes before and after school as well as at all recesses and at lunch time. As part of our Positive Behavior Support Program, teachers regularly review the rules for safe, responsible, and respectful behavior in school, on the playground, and about campus. We have a closed campus that is fully fenced. Visitors must enter the school through the school office and sign in, where they receive a visitor's badge to wear throughout their stay.

We revise our School Safety Plan annually in February. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during a school wide staff meeting. We practice fire and earthquake drills ten times a year and hold mock trainings for staff and students on emergency preparedness in October and late April. We have an earthquake shed where we store emergency supplies for every student and faculty member as well as for the 10-20 parent and community volunteers who can be found at La Pluma on any given day.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.9	1.2	1.1
Expulsions Rate	0	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		94.1

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	27.5	15	18	0	3	2	2	2	2	0		
Gr. 1	28	18	19	0	2	2	3	2	2	0		
Gr. 2	23.8	18	17	1	2	2	3	2	2	0		
Gr. 3	22	22	25	1	1	1	3	3	2	0		
Gr. 4	35.5	14	28	0	4	1	0	2	1	2		1
Gr. 5	30.8	22	26	1	2	1	0	1		4	1	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,764	\$41,318
Mid-Range Teacher Salary	\$69,406	\$65,615
Highest Teacher Salary	\$91,049	\$84,981
Average Principal Salary (ES)	\$117,028	\$107,624
Average Principal Salary (MS)	\$120,045	\$112,817
Average Principal Salary (HS)	\$120,189	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	39	40
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9139.07	2883.42	6255.65	80783.62
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			3.3	10.8
Percent Difference: School Site/ State			33.4	16.5

Types of Services Funded at La Pluma Elementary School

Professional Development provided for Teachers at La Pluma Elementary School