

Carmela Elementary School

13300 Lakeland Road • Whittier, CA 90605 • (562) 941-2132 • Grades K-6

Dr. Trena Salcedo-Gonzalez, Principal

tgonzalez@swhittier.net



2016-17 School Accountability Report Card Published During the 2017-18 School Year



South Whittier School District

11200 Telechron Avenue
Whittier, CA 90605
(562) 944-6231
www.swhittier.net

District Governing Board

Jan Baird, President
Deborah Pacheco, Vice President
Elias Alvarado, Clerk
Sylvia Macías, Member
Francisco Javi Santana, Member

District Administration

Dr. Gary Gonzales
Superintendent
Martha Mestanza-Rojas
**Associate Superintendent,
Educational Services**
Mark Keriakous
**Associate Superintendent, Business
Services**
Marti Ayala
Director, Human Resources
Kate Smith
**Director, Special Education &
Student Services**
Stacy Ayers-Escarcega
**Director, Assessment,
Accountability & Parent
Engagement**

School Description

Carmela Elementary School is a Transitional Kindergarten through Sixth Grade elementary school. Average enrollment is approximately 415 scholars made up of ninety six percent of Hispanic heritage. Sixty eight percent of the student population is considered English Language Learners and approximately ninety percent of our scholars participate in the National School lunch program. We have 16 regular education classrooms and one TK-Second grade Autism focus Special Education Class. We also provide additional educational services by staffing one resource specialist, one speech therapist, a physical education teacher, and a psychologist. We have several instructional aides and a full time librarian as well. Think Together also serves about 100 students after school and works closely with the staff to meet the needs of all students.

Our mission is to ensure that all scholars have the academic skills and character traits that are necessary to be successful adults. We know that our scholars have several external factors (socio-economic status, English as a second language, foster youth, etc.) that make learning complex. We are dedicated to unwrapping the complexities and providing scholars with the tools to cope with and overcome external factors. We promise to value the diversity of our scholars' population and work diligently to provide the best instructional practices. We will honor each scholar by providing a safe and positive environment where everyone can learn and develop intellectually, socially, and physically. We seek to instill an appreciation for cultural sensitivity, a positive attitude toward self and others, and the responsibility for life long learning skills. Together, the staff at Carmela, our parents, and our community stakeholders will empower students to prepare for an ever-changing, diverse, competitive, and complex world.

In accordance with our mission, Carmela offers several programs to assist in the full development of a scholar. Academically, we provide whole group instruction with research based student engagement strategies and GLAD strategies throughout the curricular day. We also provide small group instruction and an RTI intervention model for striving scholars. During this intervention, scholars are provided with extra opportunities to learn the core curriculum. Additionally, we provide lessons on the top 10 scholarly character traits. Scholars are expected to model these behaviors and are reminded/rewarded monthly at our Spirit Assemblies. Additionally, Carmela is a PBIS school with an anti-bully program.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	65
Grade 1	56
Grade 2	56
Grade 3	60
Grade 4	62
Grade 5	66
Grade 6	75
Total Enrollment	440

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	98
Native Hawaiian or Pacific Islander	0
White	1.4
Two or More Races	0
Socioeconomically Disadvantaged	93.9
English Learners	59.8
Students with Disabilities	15.5
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			
Carmela Elementary School	15-16	16-17	17-18
With Full Credential	18	20	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
South Whittier School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Carmela Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: April, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 Houghton Mifflin Harcourt California Journeys 2017 7-8 Amply ELA: California Edition 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-6 Harcourt School Publishers 2007 7th and 8th Pearson Prentice Hall 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-6 Houghton Mifflin 2007 7th-8th Holt 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 27 permanent classrooms, a multipurpose room, and an administration building. The main campus was built in 1959. In 2000, eight new classrooms were built. The new restroom building was constructed in 2001. During the summer of 2016, the Administration building was complete remodeled.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A district safety consultant inspects each site annually and provides a written report. In addition, the district's membership in a Joint Powers Agreement (JPA) property and liability collaboration provides annual site inspections.

The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 01/10/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 01/10/17

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			cracked asphalt
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	19	25	31	32	48	48
Math	7	14	21	21	36	37

* 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	44	41	46	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.2	15.2	4.5

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	85	80	94.1	41.3
Male	40	37	92.5	43.2
Female	45	43	95.6	39.5
Hispanic or Latino	83	78	94.0	41.0
Socioeconomically Disadvantaged	82	79	96.3	41.8
English Learners	44	42	95.5	31.0
Students with Disabilities	11	11	100.0	81.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 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	265	261	98.49	25.29
Male	139	138	99.28	16.67
Female	126	123	97.62	34.96
Black or African American	--	--	--	--
Hispanic or Latino	256	252	98.44	26.19
White	--	--	--	--
Socioeconomically Disadvantaged	250	246	98.4	25.2
English Learners	191	188	98.43	21.81
Students with Disabilities	35	34	97.14	2.94
Foster Youth	--	--	--	--

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.

School Year 2016-17 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	265	262	98.87	14.12
Male	139	138	99.28	13.04
Female	126	124	98.41	15.32
Black or African American	--	--	--	--
Hispanic or Latino	256	253	98.83	14.62
White	--	--	--	--
Socioeconomically Disadvantaged	250	247	98.8	14.57
English Learners	191	189	98.95	13.23
Students with Disabilities	35	34	97.14	5.88
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent partnerships are a vital part of the school community. At Carmela, our parents have ample opportunities to become involved with his/her child's education. Carmela parents can become involved by joining formal committees that include: Parent Teacher Association (PTA), the School Site School (SSC), and District Advisory Committees/ English Language Advisory Committee (DAC/ELAC/LCAP). Parents also attend the annual Fall Back to School Night, the Spring Open House, and Fall and Spring Parent/Teacher conferences. There are also several community events including Family Math Night, Family Reading Night, Family Pumpkin Carving Night.

Parent involvement coordinator: site principal (562) 941-2132

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

As required by state law, each school maintains a detailed safety plan; the Plan was revised in August, 2016. All personnel are trained in emergency procedures and students take part in regularly scheduled emergency drills. Food, water, medical and other emergency supplies are updated annually to ensure each campus is ready to respond in the event of an emergency or disaster. Campuses are carefully monitored before, during and after school hours. Break periods and lunch are supervised by school personnel. Schools are secured with security fencing. Check-in and check-out procedures are also strictly enforced at all campuses. The District maintains constructive relationships with law enforcement agencies to ensure the safety of all campuses. Furthermore, through Measure W funding (a general obligation bond passed by area voters to upgrade school facilities) all schools have upgraded communication systems and radio communication at all times. The School Safety Plan is updated annually in September and as needed.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	5.6	5.5	2.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.4	4.1	3.9
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
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 (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	29	29	27				2	2	2			
1	34	34	27						2	2	2	
2	31	31	21				2	2	3			
3	30	30	32				2	2	2			
4	31	31	33				3	3	1			1
5	31	31	27				2	2	3			
6	27	27	32				3	3	2			
Other	9	9	9	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

Carmela teachers are provided with professional development opportunities throughout the school year. At the district level, teachers receive support in English Language Arts, Math, Writing, and English Language Development. At the site level, teachers are provided with professional development on the reading building blocks with an emphasis on decoding, fluency, and comprehension. We are also focusing on high leverage instructional practices including Collaboration, Academic Language, and Differentiation. We also focus on promoting critical thinking skills and the growth mindset.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,873	\$47,034
Mid-Range Teacher Salary	\$73,817	\$73,126
Highest Teacher Salary	\$95,218	\$91,838
Average Principal Salary (ES)	\$114,877	\$116,119
Average Principal Salary (MS)	\$118,132	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$175,000	\$178,388
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	7%	6%

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

Types of Services Funded

At Carmela, we provide an extensive intervention model with the support of three Instructional Aides. Together, our teachers, Instructional Coach, and support staff hold grade level data meetings to create scholars groups to meet the academic needs of our scholars. Based on their needs, we create small group intervention groups that receive differentiated instruction 5 days a week within the classroom. We have also hired Instructional Aides to provide additional class support on a daily basis in our 5th and 6th grade classrooms during math instruction. Another service that is funded is Imagine Learning. This is a computer based English Language Arts Program designed to meet the needs of individual scholars at school and at home.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,999	\$2,548	\$3,451	\$79,489
District	♦	♦	\$3,694	\$83,024
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.