

Margaret Landell Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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.

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Margaret Landell Elementary School
Street	9739 Denni Street
City, State, Zip	Cypress, CA 90630
Phone Number	(714) 220-6960
Principal	Kimberly Benaraw
E-mail Address	kbenaraw@cypsd.org
Web Site	la.cypsd.org
CDS Code	30-66480-6027858

District Contact Information	
District Name	Cypress School District
Phone Number	(714) 220-6900
Superintendent	Anne Silavs
E-mail Address	asilavs@cypsd.org
Web Site	www.cypsd.org

School Description and Mission Statement (School Year 2018-19)

Landell Elementary School is a dedicated community of staff, students, and parents who partner together to provide an engaging learning environment that fosters critical thinking, academic excellence, and an appreciation of diversity. Our goal is for students to develop a passion for learning and become leaders of the 21st century.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	129
Grade 1	94
Grade 2	114
Grade 3	104
Grade 4	119
Grade 5	96
Grade 6	96
Total Enrollment	752

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.0
Asian	60.8
Filipino	4.0
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0.4
White	16.2
Socioeconomically Disadvantaged	13.6
English Learners	17.7
Students with Disabilities	6.3
Foster Youth	0.0

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	29	30	31	182
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of 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)

Year and month in which data were collected: September 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced - Adopted 2018 Language Live - Adopted 2018	Yes	0
Mathematics	McGraw-Hill - Adopted 2015 My Math (K-5) Course 1 (6)	Yes	0
Science	Macmillan/McGraw Hill (K-5) - Adopted 2008 Holt(6th) - Adopted 2008	Yes	0
History-Social Science	Harcourt - Adopted 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018 November		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Restrooms:
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 November	
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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	83.0	86.0	66.0	69.0	48.0	50.0
Mathematics (grades 3-8 and 11)	76.0	81.0	63.0	66.0	37.0	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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	409	408	99.76	85.78
Male	192	191	99.48	84.82
Female	217	217	100.00	86.64
Black or African American	--	--	--	--
Asian	247	246	99.60	91.46
Filipino	17	17	100.00	94.12
Hispanic or Latino	41	41	100.00	68.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	76	76	100.00	77.63
Two or More Races	19	19	100.00	89.47
Socioeconomically Disadvantaged	68	68	100.00	79.41
English Learners	103	102	99.03	88.24
Students with Disabilities	26	26	100.00	53.85

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 Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	409	409	100	80.64
Male	192	192	100	82.81
Female	217	217	100	78.7
Black or African American	--	--	--	--
Asian	247	247	100	92.28
Filipino	17	17	100	88.24
Hispanic or Latino	41	41	100	56.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	76	76	100	59.21
Two or More Races	19	19	100	73.68
Socioeconomically Disadvantaged	68	68	100	76.47
English Learners	103	103	100	89.22
Students with Disabilities	26	26	100	46.15

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.6	18.8	45.8

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.

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)

The School Site Council (SSC) at Landell is an advisory group that meets regularly to receive information, discuss school programs, and provide input toward school-based decision-making. The SSC is composed of the principal, three classroom teachers, one other school staff member, and five parents of students. Per Education Code 52870, the English Learner Advisory Committee (ELAC) has delegated their authority to the school's established School Site Council. All meetings are open to the public.

Landell actively seeks parent involvement in school programs in a variety of ways:

- Parent representation is sought for the District Budget and Finance Committee, District LCAP Committee, and the District ELAC.
- PTA supports the school program by encouraging and organizing parent involvement, promoting the self-esteem of students, and enriching the school program with special programs, services, and activities.
- A number of parents and community volunteers work in the classrooms assisting teachers and school staff in a variety of ways to effectively lower adult to student ratio.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.1	0.1	0.4	0.6	0.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The school has developed a disaster plan for use in an emergency situation. Staff members are trained and assigned responsibilities for plan implementation. There are monthly disaster drills for school-wide safety. The school and district also work in conjunction with the community-based School Community Alert Team (SCAT). School inspection reports rate the cleanliness, orderliness, and care of the school as satisfactory. In addition, Landell has a Safe Schools Action Plan that is reviewed and updated annually. The School Safety Plan was reviewed on 1/15/2019.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	5		26		5		26		5	
1	24		4		21	1	4		26		3	
2	26		4		26		4		22	1	5	
3	32		3		30		4		26		4	
4	32		3		32		3		30		4	
5	32		3		32		3		32		3	
6	29		4		32		3		32		3	

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	-	0
Counselor (Social/Behavioral or Career Development)	-	N/A
Library Media Teacher (Librarian)	-	N/A
Library Media Services Staff (Paraprofessional)	.49	N/A
Psychologist	.5	N/A
Social Worker	-	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	.17	N/A
Other	.83	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	719		\$10,280	\$82,539
District	N/A	N/A	\$10,280	\$85,422
Percent Difference: School Site and District	N/A	N/A	0.0	-3.4
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	36.3	8.2

Note: Cells with N/A values 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.

Types of Services Funded (Fiscal Year 2017-18)

English language learners are provided with targeted support based on need and language ability. Teachers provide integrated ELD during the school day, and opportunities for additional support are provided beyond the instructional day by credentialed teachers. Special Education students receive appropriate support and services in the least restricted environment. Supports include small group pull out and/or push in services provided by educational specialist and support staff.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,051	\$48,064
Mid-Range Teacher Salary	\$86,122	\$75,417
Highest Teacher Salary	\$106,313	\$94,006
Average Principal Salary (Elementary)	\$125,208	\$119,037
Average Principal Salary (Middle)	\$0	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$202,000	\$183,692
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Professional development is provided through a districtwide coaching model, Professional Learning Communities, staff meetings, teacher-principal meetings, districtwide minimum days, and districtwide professional development.

Priorities for training correlate with data analysis from multiple sources, indicating students' strengths and needs. In 2016/17, professional development focused on Thinking Maps, Setting the Stage, and Write From the Beginning. For the 2017/18 school year, district-wide professional development days focused on Writing and Math. The focus for the 2018/19 school year is English/Language Arts. Teachers receive on-going professional development to support the implementation of ELA standards through the adoption of the new Benchmark Advance program. Continued support for Thinking Maps and Writing and their integration with Benchmark was provided.

The districtwide coaching model has focused on using data to differentiate instruction. Coaches also meet with grade level teams to support the implementation of the Benchmark program and use of data. District STEM TOSA's provide support and training to teachers related to Next Generation Science Standards and STEM instructional modules. This includes in-class support and coaching. Job specific professional development occurs for other staff (speech therapists, instructional aides, special education staff members, etc.) during district meetings, minimum days, and districtwide professional development days.