



La Fetra Elementary School

547 West Bennett Ave. • Glendora, CA 91741 • (626) 852-4566 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Glendora Unified School District

500 North Loraine Ave.
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**Assistant Superintendent of
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Principal's Message

La Fetra Elementary School is the largest of five elementary schools in the prestigious Glendora Unified School District. We take pride in the high standards for teaching and learning that have been established by our highly effective instructional and support staff. Our goal is for every student to experience academic and social growth within a nurturing school environment.

At La Fetra School, we value teamwork and work collaboratively with students, staff and families to support students in reaching academic goals. We are fortunate to have the outstanding support of our PTA and the La Fetra School Foundation. Our PTA and Foundation support our educational goals through volunteerism, fundraising for field trips and educational assemblies, upgrading and maintaining our technology needs, and in the planning of special events and activities. PTA and Foundation membership and support are vital to the continued success of our school.

We believe that all students can experience success in school and we are dedicated to providing optimal learning opportunities for every child. Student recognition assemblies are integrated into our curriculum as a way of celebrating student academic success and fostering positive character development and school pride. As we focus on 21st Century Learning and dive deeper into the implementation of California State Standards, we continue to strive towards meeting and exceeding content area standards, while emphasizing the importance of strong character traits, like perseverance, responsibility and integrity. We are proud to begin our third year of AVID Elementary implementation in all second through fifth grade classrooms, with the goal of adding essential components as well as additional grade levels in the coming years. We are also excited to begin our second year of implementation of PBIS- Positive Behavior Intervention Supports in the upcoming school year to provide uniform, systematic behavior support systems across grade levels to better meet the socio-emotional needs of our students. La Fetra Elementary School is known for its dedicated staff and academic excellence. We are always seeking out ways to improve programs and services offered to students and families.

We are committed to preparing our students for college and careers by focusing on the essential skills - communication, critical thinking, creativity, collaboration, and character development. We have included pertinent information about La Fetra School that we hope you will find useful. If there is anything our team can do to support your child in his/her educational experience, please do not hesitate to contact us at (626) 852-4566 or mporcell@glendora.k12.ca.us.

We welcome you to our amazing school community. Come on in to see our Lion Pride!

Marie Porcell
Principal

Mission Statement

La Fetra is a school community committed to academic excellence and character development for ALL students within a safe, nurturing environment.

Vision Statement

Preparing today's learners to be tomorrow's leaders.

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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 126 |
| Grade 1 | 103 |
| Grade 2 | 94 |
| Grade 3 | 105 |
| Grade 4 | 106 |
| Grade 5 | 136 |
| Total Enrollment | 670 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 2.2 |
| American Indian or Alaska Native | 0.4 |
| Asian | 13.1 |
| Filipino | 2.2 |
| Hispanic or Latino | 48.7 |
| White | 27.3 |
| Two or More Races | 6 |
| Socioeconomically Disadvantaged | 31.9 |
| English Learners | 7.5 |
| Students with Disabilities | 13.9 |

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 for La Fetra Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 34 | 32 | 33.4 |
| Without Full Credential | 0 | 0 | 0.2 |
| Teaching Outside Subject Area of Competence | N/A | N/A | N/A |

| Teacher Credentials for Glendora Unified | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 329 |
| Without Full Credential | ♦ | ♦ | 4.4 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | N/A |

Teacher Misassignments and Vacant Teacher Positions at La Fetra Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| 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 2019-20)

Sufficient standards-aligned textbooks and other instructional materials are available for each pupil, including English learners, and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history/social science.

We will be piloting State approved Science textbooks and instructional materials with anticipated adoption in 2019-2020

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|---|
| Reading/Language Arts | 2017-2025 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | 2014-2022 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | 2020-2027. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | 2005-2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

La Fetra was built in 1953 and has 32 classrooms, a resource room, a computer lab, a cafeteria, an administrative office, and a library/media center. The entire school was renovated in 2003 using Measure G funds. Our playground equipment and computer lab have been upgraded through financing from the La Fetra School Foundation, PTA, and the Glendora Education Foundation.

The state requires districts to report general information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of La Fetra may be obtained from the District Business Office. During the 2018-19 school year, the safety inspection was completed on June 12, 2019 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: June 12, 2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | T-Stat says lost WI/FI - RESOLVED |
| Interior: Interior Surfaces | Fair | Rooms 2-9, 12, 13, 15, 16, 17, 19-25, 28-35. Stained and/or broken tile. RESOLVED |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | Rooms 7,12,13,18 - Broken switch cover - RESOLVED |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Fair | Drinking fountains: Room 25 -Bubbler is dripping edge band broken. Restrooms: Lower boys, minor leak below flush valve.Staff Rm 9A - toilet loose, no caulk, bolts rusted, Middle girls/boys- minor leak below flush valve, sinks loose from wall, faucet leak; urinal loose from wall; Stained floor. Upper girls/boys- toilet loos, sinks need caulk. - ALL RESOLVED |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Rooms 32, 34, 35 Door slams; Rubber on door pull is coming off. RESOLVED |
| 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 66 | 63 | 67 | 67 | 50 | 50 |
| Math | 57 | 52 | 56 | 59 | 38 | 39 |

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.

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 19.8 | 27.5 | 25.2 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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 | 344 | 338 | 98.26 | 63.31 |
| Male | 157 | 154 | 98.09 | 59.74 |
| Female | 187 | 184 | 98.40 | 66.30 |
| Black or African American | 11 | 11 | 100.00 | 36.36 |
| Asian | 45 | 43 | 95.56 | 83.72 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 153 | 150 | 98.04 | 52.67 |
| White | 104 | 103 | 99.04 | 69.90 |
| Two or More Races | 23 | 23 | 100.00 | 78.26 |
| Socioeconomically Disadvantaged | 123 | 121 | 98.37 | 51.24 |
| English Learners | 42 | 39 | 92.86 | 56.41 |
| Students with Disabilities | 72 | 69 | 95.83 | 42.03 |
| 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 2018-19 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 | 346 | 339 | 97.98 | 51.62 |
| Male | 159 | 155 | 97.48 | 56.13 |
| Female | 187 | 184 | 98.40 | 47.83 |
| Black or African American | 11 | 11 | 100.00 | 27.27 |
| Asian | 45 | 43 | 95.56 | 81.40 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 155 | 151 | 97.42 | 35.76 |
| White | 104 | 103 | 99.04 | 59.22 |
| Two or More Races | 23 | 23 | 100.00 | 78.26 |
| Socioeconomically Disadvantaged | 123 | 120 | 97.56 | 39.17 |
| English Learners | 42 | 39 | 92.86 | 61.54 |
| Students with Disabilities | 73 | 69 | 94.52 | 31.88 |
| 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 school site

Opportunities for Parental Involvement (School Year 2019-20)

La Fetra is one of five elementary schools in the Glendora Unified School District. La Fetra serves the neighborhood between Barranca and Glendora Avenues and is also the home to numerous District of Choice Students as well as students attending school on inter-district permits.

La Fetra has an active PTA that provides strong support to the school programs including parent education programs, student recognition assemblies, cultural arts assemblies, field trips, and enrichment activities. Last year, PTA volunteers worked in excess of 39,000 hours, preparing for and executing enrichment events and activities for students, staff and La Fetra families. We invite and encourage all parents to participate in PTA and attend PTA meetings to learn more about getting involved at La Fetra. For additional information regarding parental involvement, please contact Teresa Quijano, our PTA President, at (626) 852-4566.

In addition to participating in PTA, parents are also afforded opportunities to participate in leadership roles through School Site Council and the English Language Advisory Committee (ELAC). We appreciate parent feedback about current instructional programs and practices and seek out support from parents to help develop our Comprehensive School Plan. For more information on how you can get involved in SSC or ELAC, please contact Marie Porcell at (626) 852-4566 or mporcell@glendora.k12.ca.us.

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

A school/district safety plan, which addresses ten required areas, is evaluated annually and is available for review in the school office. Earthquake, disaster, lock-down, and fire drills are practiced regularly. For disaster preparedness, the PTA provides minimal food, water, equipment, sanitation, and medical supplies for up to 72 hours. A district-wide smog-alert plan is also actively enforced.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.5 | 0.0 | 0.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 1.8 | 2.0 | 1.9 |
| Expulsions Rate | 0.1 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 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.

Support Staff

La Fetra utilizes the services of a district psychologist for psychoeducational testing, case studies, and socio-emotional support and intervention. We offer mental health support from one shared mental health counselor. A district nurse and a site-based LVN are also available for the students' health needs. Students are served by instructional aides in the classroom, a library technician, and a computer technician. Students in grades 4-5 are supported by vocal and instrumental music teachers and a physical education teacher. Identified students may participate in the district Gifted and Talented Education (GATE) Program. For students with identified academic needs, a speech/language pathologist, a shared occupational therapist, and two education specialists are available.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 24 | | 5 | | 25 | | 5 | | 21 | 2 | 4 | |
| 1 | 24 | | 4 | | 24 | | 4 | | 26 | | 4 | |
| 2 | 20 | 3 | 2 | | 24 | | 4 | | 24 | | 4 | |
| 3 | 22 | 1 | 5 | | 21 | 2 | 3 | | 26 | | 4 | |
| 4 | 30 | | 4 | | 32 | | 2 | 2 | 29 | | 3 | |
| 5 | 31 | | 4 | | 28 | 1 | 2 | 2 | 22 | 2 | 5 | |
| Other** | 12 | 1 | | | | | | | | | | |

*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.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Staff training is ongoing in the Glendora Unified School District. The district calendar includes two orientation days prior to the start of the school year in August, one staff development day in Fall, and one staff development days in Spring. Staff development is ongoing and takes place throughout the year, by use of academic coaches, release time for teacher self-selected learning and collaboration, in-class coaching, and use of weekly early-out and late-start days. Professional Development is planned by a joint committee of teachers and administrators, using student achievement and other data, including teacher needs assessments and state requirements.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$46,501 | \$49,084 |
| Mid-Range Teacher Salary | \$85,355 | \$76,091 |
| Highest Teacher Salary | \$99,675 | \$95,728 |
| Average Principal Salary (ES) | \$125,572 | \$118,990 |
| Average Principal Salary (MS) | \$132,478 | \$125,674 |
| Average Principal Salary (HS) | \$151,011 | \$137,589 |
| Superintendent Salary | \$265,143 | \$230,096 |

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$6,348 | \$613 | \$5,736 | \$91,452. |
| District | N/A | N/A | \$5,501 | \$90,438. |
| State | N/A | N/A | \$12,068. | \$80,680. |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 4.2 | 1.1 |
| School Site/ State | -71.1 | 12.5 |

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.

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 41% | 35% |
| Administrative Salaries | 4% | 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

La Fetra School provides a Resource Specialist Program and Special Day Class for students who qualify for special education support. A reading specialist provides tier 2 support to students in grades 1-5 struggling with reading fluency and comprehension. An intervention program for targeted K-5 students in the areas of reading and mathematics has also been implemented. Bilingual aides are available to support eligible English learner students. A breakfast and lunch program and a parent-financed Extended Day Care Program are offered on campus for before and after school supervision.