



# La Fetra Elementary School

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

Marie Porcell, Principal  
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www.lafetralions.org

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Glendora Unified School District

500 North Loraine Ave.  
Glendora, CA 91741  
(626) 963-1611  
www.glendora.k12.ca.us

#### District Governing Board

Cory Ellenson

Elizabeth Reuter

Robin Merkley

Rukshan Fernando, Ph.D.

Zondra Borg

#### District Administration

Robert J. Voors, Ed.D  
Superintendent

### School Description

#### 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 first year of AVID Elementary implementation in fourth and 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 first year of implementation of PBIS- Positive Behavior Intervention Supports in the upcoming school year to provide uniform, systematic behavior support systems across grade levels and 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	124
Grade 1	94
Grade 2	97
Grade 3	105
Grade 4	132
Grade 5	136
<b>Total Enrollment</b>	<b>688</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	12.2
Filipino	2.0
Hispanic or Latino	46.1
Native Hawaiian or Pacific Islander	0.0
White	33.1
Socioeconomically Disadvantaged	33.4
English Learners	7.6
Students with Disabilities	12.6
Foster Youth	0.6

## 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			
La Fetra Elementary School	16-17	17-18	18-19
With Full Credential	33	34	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	N/A	N/A	N/A
Glendora Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	335
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	N/A

Teacher Misassignments and Vacant Teacher Positions at this School			
La Fetra 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)

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, foreign language, and health.

We are implementing state adopted English Language Arts curriculum effective July 2017.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
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	2006-2012 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

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

### 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 2016-17 school year, the safety inspection was completed on September 22, 2016 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 18, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Throughout school- equipment stored on cabinet tops (earthquake) - RESOLVED. #29 Ceiling stains caused by water intrusion -RESOLVED
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Kindergarten - Loose toilet seats - RESOLVED
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Throughout - Disinfectant was left out in classrooms - RESOLVED
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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.
- 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.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	59.0	66.0	68.0	67.0	48.0	50.0
Math	55.0	57.0	56.0	56.0	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 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.5	26.7	20.0

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	373	370	99.20	65.95
<b>Male</b>	177	176	99.44	63.07
<b>Female</b>	196	194	98.98	68.56
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	47	47	100	82.98
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	170	169	99.41	56.80
<b>White</b>	122	120	98.36	70.83
<b>Two or More Races</b>	17	17	100	70.59
<b>Socioeconomically Disadvantaged</b>	129	129	100	58.91
<b>English Learners</b>	56	55	98.21	65.45
<b>Students with Disabilities</b>	68	66	97.06	27.27
<b>Foster Youth</b>	--	--	--	--

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 2017-18 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	373	369	98.93	57.18
Male	177	175	98.87	58.29
Female	196	194	98.98	56.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	47	47	100	93.62
Filipino	--	--	--	--
Hispanic or Latino	170	169	99.41	47.93
White	122	119	97.54	55.46
Two or More Races	17	17	100	64.71
Socioeconomically Disadvantaged	129	129	100	48.06
English Learners	56	55	98.21	72.73
Students with Disabilities	68	65	95.59	21.54
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 2018-19)

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 28,000 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.0	0.5	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.0	1.8	2.0
Expulsions Rate	0.0	0.1	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.

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	23	24	25				5	5	5			
1	26	24	24				4	4	4			
2	22	20	24		3		6	2	4			
3	21	22	21	1	1	2	5	5	3			
4	31	30	32				4	4	2			2
5	28	31	28	1		1	2	4	2	2		2
Other		12			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

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 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	\$47,547
Mid-Range Teacher Salary	\$86,742	\$74,775
Highest Teacher Salary	\$99,675	\$93,651
Average Principal Salary (ES)	\$123,110	\$116,377
Average Principal Salary (MS)	\$127,355	\$122,978
Average Principal Salary (HS)	\$148,050	\$135,565
Superintendent Salary	\$257,953	\$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	4.0	6.0

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

### 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	\$6,327	\$537	\$5,790	\$88,955
District	◆	◆	\$5,550	\$86,264
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			4.2	3.1
Percent Difference: School Site/ State			-20.7	15.0

\* 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.