

Ella Elementary School

4850 Olivehurst Ave • Olivehurst, CA 95961 • (530) 741-6124 • Grades K-6

Rob Gregor , Principal
rgregor@mjUSD.com
ella.mjUSD.com

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000
www.mjUSD.com

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Jim C. Flurry
Glen E. Harris
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Todd, Ed.D.
Superintendent



School Description

Our goal for each student attending Ella Elementary School is to ensure their access to an enriching educational environment that is highly structured and academically rigorous. All of our teachers and administrators attend intensive meetings throughout the year at which student data and proven effective teaching methodologies are studied and implemented to provide the best educational experience for all students.

Student achievement is celebrated annually at a CSSP Assembly. Students are presented an award for each content area that they scored proficient or advanced. We are excited each year to see the number of students who increase their achievement at Ella Elementary School.

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.

Professional Development provided for Teachers

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, certificated staff members must be continuously engaged in learning and improving their skills through deep professional learning and collaboration. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

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.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	62
Grade 2	80
Grade 3	76
Grade 4	86
Grade 5	74
Grade 6	68
Total Enrollment	550

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	2.2
Asian	6.9
Filipino	0.2
Hispanic or Latino	60.9
Native Hawaiian or Pacific Islander	0
White	26.7
Two or More Races	1.1
Socioeconomically Disadvantaged	95.8
English Learners	45.3
Students with Disabilities	12.9
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Ella Elementary School	14-15	15-16	16-17
With Full Credential	22	25	25
Without Full Credential	2	0	1
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	383
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Ella Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.5	4.6
Districtwide		
All Schools	96.7	3.3
High-Poverty Schools	96.7	3.3
Low-Poverty Schools	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw, California Science, Gr. K-5 (2008) Holt, Rinehart and Winston, California Science: Earth, Life, and Physical Science, Gr. 6-8 (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006) 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)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2016				
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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Trim around windows need repaired.
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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	47	50	38	48	47	45	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.9	17.6	2.9

* 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 for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	22	27	30	32	44	48
Math	29	36	22	25	34	36

* 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	71	71	100.0	38.0
Male	41	41	100.0	39.0
Female	30	30	100.0	36.7
Hispanic or Latino	45	45	100.0	33.3
White	15	15	100.0	53.3
Socioeconomically Disadvantaged	70	70	100.0	38.6
English Learners	33	33	100.0	21.2

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	81	79	97.5	16.5
	4	86	83	96.5	31.3
	5	71	71	100.0	29.6
	6	66	65	98.5	32.3
Male	3	39	37	94.9	13.5
	4	40	37	92.5	21.6
	5	41	41	100.0	24.4
	6	39	39	100.0	23.1
Female	3	42	42	100.0	19.1
	4	46	46	100.0	39.1
	5	30	30	100.0	36.7
	6	27	26	96.3	46.1
Hispanic or Latino	3	48	46	95.8	10.9
	4	48	46	95.8	28.3
	5	45	45	100.0	28.9
	6	38	38	100.0	34.2
White	3	21	21	100.0	23.8
	4	22	21	95.5	33.3
	5	15	15	100.0	26.7
	6	20	19	95.0	26.3
Socioeconomically Disadvantaged	3	75	74	98.7	14.9
	4	84	81	96.4	32.1
	5	70	70	100.0	30.0
	6	62	61	98.4	34.4
English Learners	3	38	37	97.4	2.7
	4	36	36	100.0	13.9
	5	33	33	100.0	21.2
Students with Disabilities	4	17	17	100.0	23.5
	6	11	10	90.9	10.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	81	80	98.8	37.5
	4	85	82	96.5	43.9
	5	71	71	100.0	22.5
	6	66	65	98.5	38.5
Male	3	39	38	97.4	39.5
	4	40	37	92.5	29.7
	5	41	41	100.0	24.4
	6	39	39	100.0	35.9
Female	3	42	42	100.0	35.7
	4	45	45	100.0	55.6
	5	30	30	100.0	20.0
	6	27	26	96.3	42.3
Hispanic or Latino	3	48	47	97.9	29.8
	4	47	45	95.7	44.4
	5	45	45	100.0	22.2
	6	38	38	100.0	47.4
White	3	21	21	100.0	52.4
	4	22	21	95.5	38.1
	5	15	15	100.0	20.0
	6	20	19	95.0	15.8
Socioeconomically Disadvantaged	3	75	74	98.7	37.8
	4	83	80	96.4	45.0
	5	70	70	100.0	22.9
	6	62	61	98.4	41.0
English Learners	3	38	37	97.4	24.3
	4	35	35	100.0	40.0
	5	33	33	100.0	12.1
Students with Disabilities	4	17	17	100.0	17.6
	6	11	10	90.9	10.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to take an active roll in their child's education by becoming involved in the classroom, serving on PTO, or by helping students with homework. Parent meetings and ELAC are held in the morning at the cafeteria on the first Monday of each month. We also have Site Council Meetings on the last Monday of the month after school, all are welcome to attend. The principal shares tips and techniques with parents on understanding the California State Standards and assisting in their child's growth.

Parent involvement coordinator: Maria Cabrara (530) 741-6124 extension 4461

State Priority: School Climate

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

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

School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

Signs are visibly posted throughout the school requiring all non-school employees to register at the office. All staff members are trained to stop and question any person who is not wearing an identifying badge issued from the office. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The plan includes the following major elements: safe school goals, school crime assessment, safe school strategies and programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, teacher safety, sexual harassment policy, district tobacco policy - safe school drug and tobacco education, dress code, safety standards for arrival and departure, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.6	1.1	1.3
Expulsions Rate	0.2	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.3	8.4	7.6
Expulsions Rate	0.6	0.6	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	15	
Percent of Schools Currently in Program Improvement	71.4	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.02
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	17	28		3		3		3			
1	24	28	20			2	3	3	1			
2	24	24	22			1	4	3	2			
3	24	19	23		1		3	4	3			
4	23	31	28	1			2	2	2			
5	28	31	30				2	2	2			
6	22	30	30	1			2	2	2			
Other		11	17		1	2			3			

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,786	\$43,821
Mid-Range Teacher Salary	\$63,859	\$69,131
Highest Teacher Salary	\$92,019	\$89,259
Average Principal Salary (ES)	\$105,478	\$108,566
Average Principal Salary (MS)	\$108,050	\$115,375
Average Principal Salary (HS)	\$123,452	\$125,650
Superintendent Salary	\$168,000	\$198,772
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,911	\$2,273	\$5,638	\$74,490
District	♦	♦	\$5,985	\$66,963
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-5.8	11.2
Percent Difference: School Site/ State			-0.7	4.2

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental academic interventions directed to targeted students who are not performing at grade level.