



Macy Elementary School

2301 West Russell Street • La Habra, CA 90631 • 562.902.4231 • Grades K-6

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



**Lowell Joint
School District**

A Tradition of Excellence Since 1998

Lowell Joint School District

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Whittier, CA 90603
562.943.0211
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District Governing Board

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Instruction**
Andrea Reynolds
**Assistant Superintendent of
Administrative Services**
Kaleo Igarta
Director of Special Education
Stacey Stewart
**Director of Curriculum and
Instruction**
TBD
Director of Technology

School Description

MISSION STATEMENT

Macy Elementary's mission is to prepare all students to be career and college ready with 21st Century educational experiences, while encouraging all students to be safe and respectful future leaders in a global and competitive economy.

SCHOOL DESCRIPTION

Macy is a recipient of the 2016 California GOLD Ribbon School Award and the 2010 California Distinguished School Award. Macy also consistently wins Gold and Silver recognition in the Science Olympiad. Our campus is located in the city of La Habra, at the base of La Habra Heights; one mile north of Beach Blvd. Macy is one of five elementary schools in the Lowell Joint School District with an average enrollment of 525 students. Macy operates 20 self-contained classrooms spanning Kindergarten through sixth grade. Kindergarten classes operate staggered sessions of Early Bird/Late Bird student groups.

Macy has a resource center and two district special day classes. Macy's English Learner (EL) population is considered small. All teachers at Macy are certificated to meet the needs for developing English proficiency in students.

Macy is proud to offer a district-created, award-winning, Character Education Program which includes both home and school components addressing monthly themes. Teachers also implement lessons found in the District Patriotic Guide; where social responsibility and good citizenship are emphasized daily and foster a strong appreciation of America's great heritage.

This knowledgeable and energetic staff excels in all professional requirements. The teachers work with a collaborative spirit; sharing ideas and strategies with enthusiasm. Teachers meet weekly so the core curriculum remains consistent between classes. The staff provides optimum learning environments that are nurturing, well organized, stimulating, and exciting.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	70
Grade 1	71
Grade 2	78
Grade 3	75
Grade 4	75
Grade 5	68
Grade 6	89
Total Enrollment	526

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0
Asian	3.6
Filipino	1
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	0.4
White	32.7
Two or More Races	1.5
Socioeconomically Disadvantaged	24.1
English Learners	6.3
Students with Disabilities	13.5
Foster Youth	0.4

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			
Macy Elementary School	15-16	16-17	17-18
With Full Credential	21	21	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lowell Joint School District	15-16	16-17	17-18
With Full Credential	♦	♦	128.3
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

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

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

All adopted core curriculum is reported in the table below.

Some of the most widely utilized and successful supplemental programs/curriculum used at Macy include: Mountain Math, Daily Oral Math, speed math folders, Mountain Language, Daily Oral Language, Step-Up-to-Writing, and the web-based programs of ST Mind Math and LEXIA.

The District is currently undergoing the processes for a 2017 English/Language Arts (ELA) adoption.

Textbooks and Instructional Materials Year and month in which data were collected: November 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin K-5 Go Math! 2014-15 Houghton Mifflin Big Ideas 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2008-09 Harcourt K-5 2007-08 Holt, Rinehart & Winston 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press - LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Macy School Facility Profile

Built in 1957, Macy Elementary School has five main wings of classrooms first through sixth grade, which also includes the library, two computer labs, the Assistance Room, and three special education rooms. The Macy Kindergartens are connected to the main office building and the teachers' lounge but are designed to have their own privacy and Kindergarten play area. Five separate bungalows make-up the remainder of the classrooms that are not attached to the main wings. A permanent, three-room bungalow houses the school psychologist, the speech and language therapist, and the Macy Conference Room. Macy has a full-functioning kitchen with an attached multi-purpose room that converts into a meeting hall or cafeteria with minimal effort. The district also operates a fee-based, before and after school, daycare program called OPTIONS, which is located in front of the campus, on our southeast corner.

All major facility projects have been completed including, exterior and interior painting. The outside of the school was repainted in two-tone blue and ivory. Touch-up paintwork to the Macy campus is completed annually. Work orders given to the maintenance department are prioritized and handled quickly and effectively, (within a same day to month turn-around). The LJSd maintenance department takes pride in their work and it shows.

The 2016 Macy FIT (Fitness Inspection Tool) reports that the facilities are in 'Fair Repair.'

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2017				
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	Need to repair dry rot at end of beam and wood rot in two locations (summer preventative maintenance), and replace shade structures in quad (vendor).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	64	59	63	61	48	48
Math	48	49	52	54	36	37

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	90	90	100.0	71.1
Male	41	41	100.0	56.1
Female	49	49	100.0	83.7
Hispanic or Latino	52	52	100.0	67.3
White	29	29	100.0	75.9
Students with Disabilities	13	13	100.0	23.1

* 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.

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	79	71	73	75	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.7	9.1	42.4

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	301	98.37	58.8
Male	151	149	98.68	49.66
Female	155	152	98.06	67.76
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	187	183	97.86	55.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	96	95	98.96	67.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	66	100	46.97
English Learners	39	39	100	46.15
Students with Disabilities	44	43	97.73	18.6
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	301	98.37	48.84
Male	151	149	98.68	43.62
Female	155	152	98.06	53.95
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	187	183	97.86	44.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	96	95	98.96	55.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	66	100	31.82
English Learners	39	39	100	28.21
Students with Disabilities	44	43	97.73	9.3
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

Macy Elementary School values the home-school component of our campus life. At Macy, parents and extended relations of our students are actively recruited to help on campus. These volunteers help Macy sustain the programs and activities of our school. Families at Macy understand that it is the partnership between home and school which creates a strong and positive learning environment and when augmented by the expertise and caring of the teachers and staff at school, we are able to ensure a safe and industrious everyday environment for our children.

For this reason, the Parent Teacher Association (PTA) Executive Board works closely with the principal to set the goals of programming at Macy. Parents participate in numerous committees and chair positions. PTA members also take positions as active, contributing members of the Macy Elementary School Site Council. PTA Executive Board liaisons accompany the principal to district level information meetings where parent feedback is held in high regard; especially when it helps promote our programming and school activities. On any given day, a visitor to Macy will find numerous volunteers working in classrooms or on campus to help accomplish our goals for the week, the month, and the year.

Among other things, the Macy PTA runs the following events and programs during the year: Monthly 'Healthy Choices-Healthy Lifestyles' Day, Macy Trunk or Treat, Macy Snow Day, Macy Reflection's Program, Macy Yearbook, Macy Family Nights (i.e. Angel Night, Duck Night, Movie Night), Macy Kindergarten Picnic, Junior Achievement, Science Olympiad, fall and spring bookfairs, Valentine's/Holiday/End-of-the-Year Parties, Macy Senior Friend's Day, Honorary Service Award Ceremony, Macy Beak Speak Newsletter, The Macy FUN RUN, assemblies, and class field trips.

Parents are also important members of school support programs such as Noon Duty Aide supervision and the volunteers who assist in the library and the computer lab.

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

Macy School Site Council Review of Safety Plan: October 2016

Macy NIMS (National Incident Management System) Reviewed with site personnel: October 2017

At Macy we believe that all students have right to learn and feel safe. In order to ensure student safety, Macy has drafted a School Safety Plan. This safety plan includes Macy's National Incident Management System (NIMS) which provides and organized response to a variety of incidents including major incidents such as: fire; earthquake, and lockdowns. It outlines various school emergency response teams and organizational charts with responsibilities and duty description for school personnel.

The School Safety Plan, in addition to the NIMS, also includes an alternate location for students and staff to relocate to in the event the campus is not inhabitable. It also contains contact information of various emergency agencies such as local police and fire departments.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.4	0.4	1.5
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.3	1.8	1.8
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	0
Nurse	0.17
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	NA

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	26	27	27	1	1	1	2	1			1	2
1	21	22	23	1			2	3	3			
2	23	23	23				3	3	3			
3	26	25	24				3	3	3			
4	27	33	31				3	1	2		1	
5	25	34	31				3		1		2	1
6	31	31	28	1		1		3	1	3		2
Other		15			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

The staff in Lowell Joint School District is provided with numerous professional development opportunities throughout the year. Outside of their regularly scheduled staff and grade level meetings, the district administration, (principals and superintendent), meet as needed to review, discuss, and be trained in different areas of focus that are deemed appropriate: Common Core Standards (CCS), Explicit Direct Instruction (EDI), Visible Learning (VL), K-3 Guided Language Acquisition Design (GLAD) training, Standards-Based Reporting, Illuminate, ST Math, Lexia Reading, Disaster and Safety Academy Training, differentiated instruction, assessment and testing, the Local Control Accountability Plan (LCAP), Professional Learning Collaboratives (PLC), textbook adoption, and English Language Learner instruction.

The teachers meet each week in regularly scheduled Grade Level Meetings, Professional Learning Collaboratives (PLC), and staff meetings, to plan and share new ideas or target areas of focus for curriculum, instruction, and management. When new textbook adoptions are being considered for the core areas, teachers take part in the publisher in-services on the appropriate implementation of the materials. Teachers are expected to have a say in the adoption process and are included, at the onset, in all reviews of instructional materials.

Guest presenters come to the District to in-service teachers in areas that include: the California State Standards, Explicit Direct Instruction, Mind Math (Jiji), Lexia Reading, textbook alignments, differentiated instruction, classroom management, English Language Learner instruction, and special education strategies as well as Special Education Information System (SEIS) compliance. The valued resources of our own internal and professional teaching staff are further utilized when necessary. Teachers may attend trainings hosted by their 'expert peers' and colleagues in the areas of miscue analysis; reading and math strategies; California Teachers of English Learners (CTEL) Training; the Writing Process; Science Technology Engineering and Mathematics (STEM) conference, etc. Once a focus area is identified, district and site-level in-services are provided to address the needs.

The Targeted Improvement Plan also helps school teams address their most challenging curricular areas (by grade level) so that the principal, and if necessary, the district curriculum department, can write an action plan for improvement.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,638	\$47,034
Mid-Range Teacher Salary	\$84,158	\$73,126
Highest Teacher Salary	\$98,400	\$91,838
Average Principal Salary (ES)	\$109,517	\$116,119
Average Principal Salary (MS)	\$121,712	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$200,856	\$178,388
Percent of District Budget		
Teacher Salaries	42%	37%
Administrative Salaries	7%	6%

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

Types of Services Funded

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers.

Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used for translation, support services, instructional aides, supplemental books, and conferences.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,897	\$1,151	\$6,047	\$88,073
District	♦	♦	\$7,148	\$85,059
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-15.4	3.5
Percent Difference: School Site/ State			-8.0	18.7

* Cells with ♦ do not require data.