Las Lomas Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Las Lomas Elementary School
Street	301 Las Lomas Dr.
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2353
Principal	Pam Cunningham
Email Address	pcunningham@lahabraschools.org
School Website	https://www.lahabraschools.org/laslomas/
County-District-School (CDS) Code	30665636028971

2023-24 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Mario Carlos
Email Address	district@lahabraschools.org
District Website	www.lahabraschools.org

2023-24 School Description and Mission Statement

Las Lomas is a Transitional Kindergarten through Sixth Grade school located in La Habra. We are fortunate to have an extraordinary staff of 24 fully credentialed classroom teachers, a full time Resource Specialist, Psychologist, Counselor and a shared Speech/Language Therapist. In addition to our general education population, we also provide services for Early Learning Special Education, and LEAP for students identified as needing these support services. The staff is dedicated to providing a safe and engaging learning environment that promotes critical thinking and learning for our students. Our goal is to provide the skills necessary for our students to become productive citizens. The staff works extremely hard to impart the importance of being responsible, respectful students who strive to develop a love of learning.

Our Entrepreneur Exploration focus provides our students real-world experiences, through hands-on project-based learning opportunities. Through a close collaboration with the local businesses of La Habra, the students are becoming "innovation ready." These partnerships enable students to explore problems that focus on diverse community issues. Their young minds are inspired to engage in creating and learning beyond the textbook. These partnerships allow students to think creatively and critically about community issues and then develop the problem solving and communication skills necessary to be engaged learners for the challenging future ahead of them.

We are proud to offer additional enriching extra-curricular activities for our students. The Lang Lang Music Foundation provides our 2nd- 6th grade students the opportunity to learn keyboarding/piano skills with a trained music teacher two times a week. The Segerstrom Center for the Arts brings Disney Musicals in Schools for our fourth-sixth grade students. Students learn all about theater and perform a live musical theater production in the spring. All of these experiences will ultimately improve student academic performance, their attitudes toward career possibilities and motivate the students to persevere and seek out a variety of career options.

Our teachers work in weekly Professional Learning Communities (PLC) to collaborate and discuss student achievement. Intervention and enrichment opportunities are decided as well as how to differentiate instruction to meet the needs of all students. Teachers develop short-term goals for students and then use a variety of assessments to monitor student growth and adjust their instruction as needed in all instructional areas. Teachers are continuously asking themselves four key questions when discussing student achievement to ensure student success.

2023-24 School Description and Mission Statement

What do we expect students to learn?
How will we know when they have learned it?
How will we respond when they don't learn?
How will we respond when they already know it?

The parents and the community are a key component to the success of our students; therefore, in addition to our passion for academic success for all of our students, our staff works hard to develop relationships with our parents and extended families. We strive to create an environment in which parents are partners in education here at Las Lomas.

Please come and visit us! We would love for you to meet the Las Lomas team and see what fantastic work our students are doing on a daily basis!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	44
Grade 2	48
Grade 3	59
Grade 4	65
Grade 5	49
Grade 6	52
Total Enrollment	404

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7%
Male	48.3%
American Indian or Alaska Native	0.2%
Asian	0.5%
Black or African American	0.2%
Filipino	2%
Hispanic or Latino	92.3%
Two or More Races	1%
White	2.5%
English Learners	35.9%
Foster Youth	0.2%
Homeless	1.7%
Socioeconomically Disadvantaged	89.4%
Students with Disabilities	12.1%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.70	97.78	166.90	88.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.40	0.26	12115.80	4.41
Unknown	0.30	2.22	20.20	10.81	18854.30	6.86
Total Teaching Positions	17.10	100.00	187.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.50	97.06	172.50	91.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.10	0.61	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.50	2.94	15.30	8.11	15831.90	5.67
Total Teaching Positions	17.00	100.00	189.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On September 14, 2023, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #9-2023 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of September 2023.

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr TK-5: McGraw Hill (Wonders), 2017 Gr 6: Amplify, 2017	Yes	0
Mathematics	Gr TK-5: The Math Learning Center Bridges & Number Corners, 2018 Gr 6: The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Gr TK-5: Imagine Learning, Twig Science California. 2022 Gr 6: Prentice Hall, 2002	Yes	0
History-Social Science	Gr TK-5: McMillan/McGraw Hill, 2007 Gr 6:Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0

School Facility Conditions and Planned Improvements

Early Learning Coordinator, Debbye Viveros and Head Custodian, Ed Anaya

Year and month of the most recent FIT report	October 9, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
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		

Overall Facility Rate

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 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 CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	28	27	40	38	47	46
Mathematics (grades 3-8 and 11)	16	20	27	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	224	99.56	0.44	27.23
Female	116	115	99.14	0.86	33.04
Male	109	109	100.00	0.00	21.10
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	207	206	99.52	0.48	25.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	59	98.33	1.67	13.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	203	202	99.51	0.49	26.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	2.86

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	224	99.56	0.44	20.09
Female	116	115	99.14	0.86	17.39
Male	109	109	100.00	0.00	22.94
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	207	206	99.52	0.48	18.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	59	98.33	1.67	10.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	203	202	99.51	0.49	18.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	11.43

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	10.00	14.29	26.74	26.52	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	49	98.00	2.00	14.29
Female	31	30	96.77	3.23	20.00
Male	19	19	100.00	0.00	5.26
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	48	47	97.92	2.08	12.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	47	97.92	2.08	14.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents are asked to join our School Site Council (SSC) which helps develop our School Site Plan and budget. Parents of English learners are vital to our English Language Advisory Council (ELAC) to provide input to our English Learner Program. The PTA organizes fundraisers to pay for field trips and special assemblies. We ask that all parents attend Back-to-School Night in the fall, Open House in the Spring, parent-teacher conferences in October and January and various family learning events scheduled throughout the school year.

We also ask parents, if possible, to volunteer their time in and out of the classroom. We always need volunteers and appreciate any time parents can give. To volunteer at the school and learn the safety guidelines for volunteering, please contact the Principal, Pam Cunningham at (562) 690-2353.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	418	413	89	21.5
Female	217	214	43	20.1
Male	201	199	46	23.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	2	2	0	0.0
Black or African American	1	1	1	100.0
Filipino	8	8	3	37.5
Hispanic or Latino	386	381	82	21.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	10	10	2	20.0
English Learners	153	150	27	18.0
Foster Youth	1	1	0	0.0
Homeless	9	7	1	14.3
Socioeconomically Disadvantaged	377	373	86	23.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	61	18	29.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.72	0.04	3.29	3.35	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.72	0
Female	0.92	0
Male	0.5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.78	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.96	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.53	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Students are supervised 40 minutes prior to school, during recess and lunch and at dismissal. Additionally, all staff members have been extensively trained on the procedures and protocols for student safety, behavior expectations, emergency procedures and unidentified persons on campus. Visitors are required to check-in at the office prior to coming on campus or working in the classroom.

We have a School Safety Plan and Code of Conduct that is shared with teachers, students, and parents at the beginning of each school year. Fire, earthquake, and intruder drills are practiced on a regular basis so staff, students, and parent volunteers are familiar with the procedures in case of an emergency. The school has emergency first-aid, food, and water supplies for students in case of an emergency. The School Safety Plan was last revised and reviewed in September 2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	6		
1	15	2	2	
2	17	2	2	
3	13	2	2	
4	21	1	2	
5	24	1	2	
6	19	6	12	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	1	
1	26		2	
2	20	1	2	
3	22	1	2	
4	26		2	
5	31		2	
6	22		18	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	0
1	22	0	2	0
2	24	0	2	0
3	20	1	2	0
4	22	1	2	0
5	25	0	2	0
6	26	0	12	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	808

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$26,030	$10,288	$15,741	$70,167
District	N/A	N/A	$8,936	$99,152
Percent Difference - School Site and District	N/A	N/A	55.2	-29.7
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	81.9	-18.7

Fiscal Year 2022-23 Types of Services Funded

In addition to the general school budget, Las Lomas has two main sources of income: Federal Title I funds and Supplemental & Concentration (S&C) funds. The majority of our general school budget goes toward teacher salaries and benefits. Title I funds pay for our three educational assistants, release time for teachers professional development, parent education opportunities and materials/supplies . S&C funds are used to help pay for release time for teachers professional development, educational materials and supplies, supplemental books and software applications for our language arts, math, science and social studies programs for our students to enhance learning.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,524	$54,046
Mid-Range Teacher Salary	$81,279	$84,515
Highest Teacher Salary	$119,156	$110,867
Average Principal Salary (Elementary)	$152,045	$136,841
Average Principal Salary (Middle)	$149,524	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$265,000	$217,473
Percent of Budget for Teacher Salaries	34.56%	32.43%
Percent of Budget for Administrative Salaries	5.96%	5.62%

Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. Past trainings have focused on English Language Arts adoptions: Wonders, and Amplify, new Mathematics adoptions, Bridges, and Math Links, developing a strong Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2022-2023 we continued focusing on MTSS as well as training on the new Elementary Science adoption. For the 2023-2024 school year we are focused on improving math instruction for all students.

MTSS Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support the implementation of the schoolwide strategic focus and math. In 2023-2024, mathematics is our focus. Staff at all sites have received in-depth professional development and training through the OCDE to help teachers better understand the Math Standards, Standards for Mathematical Practices, Major & Supporting Clusters for their grade level, and Learning Progressions by grade level.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4