



Las Positas Elementary School

1400 South Schoolwood Dr. • La Habra, CA 90631 • (562) 690-2356 • Grades 3-5

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



La Habra City Elementary School District

500 North Walnut St.

La Habra, CA 90631

(562) 690-2305

www.lahabraschools.org

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School Description

Welcome to Las Positas Elementary School, a California Distinguished School. Las Positas provides a safe, caring, relevant and rigorous learning environment for every child, every day. We challenge all students to achieve their highest potential and become proficient in each area of the Common Core State Standards. At Las Positas, we work very hard to improve our students' academic growth in all areas of the curriculum by utilizing the 4-C's of 21st century learning: communication, collaboration, critical thinking and creativity and several project based learning assignments throughout the year. As a grade three to five school, our main focus is in reading comprehension. To motivate all of our students to read, including English Learners, core learners, and gifted students, we use the computer-based program "Accelerated Reader" as a supplement to our newly adopted Wonders reading series. Students set their personal reading goals, then independently read and test for comprehension. Students who reach their goals earn incentives throughout the year. Students are also encouraged to improve their math skills by using the ST Math program twice a week in the computer lab. This individually paced program helps students understand the conceptual side of mathematics and is a favorite activity for our students. We are also very proud of our leadership program based on The Leader in Me by Stephen Covey. Our school theme this year is "Begin With the End in Mind" which is Habit 2. Students are encouraged to become a LION, or Leader In Our Neighborhood by learning about the seven habits and applying these leadership skills to real-life community service projects. Students are recognized monthly for their leadership during our "Leader of the Month" assemblies. Our school Student Ambassadors are involved in planning spirit days/weeks, Dot Day, Veteran's Day Assembly, Red Ribbon Week, school beautification days, student store and have many opportunities to learn/show leadership. Our goal is to allow many opportunities for all students to be a "Leader" and show leadership.

We utilize PBIS, positive behavioral interventions and support to help our students follow the Las Positas Code of Conduct which is to be "responsible, respectful, safe and kind". Our ASES after school program, run by the Boys and Girls Club of La Habra, assists students with homework, exercise, and artistic endeavors.

During the 2016-2017 school year we were able to celebrate many student accomplishments. Students who met their accelerated reader goals were able to participate in a special movie presentation and attend a dance assembly where students learned many different types of dancing, and/or having a picnic at the park. We also had students in each class demonstrate leadership skills by coming up with environmental projects, such as recycling paper, plastic and cans.

Our Las Lomas/Las Positas PTA assists our students and staff with funding for field trips, classroom expenditures, running our annual Scholastic Book Fair, and Red Ribbon Week, just to name a few.

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
Grade 3	147
Grade 4	169
Grade 5	145
Total Enrollment	461

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0
Asian	2.4
Filipino	0.9
Hispanic or Latino	86.3
Native Hawaiian or Pacific Islander	0.2
White	6.7
Two or More Races	2.4
Socioeconomically Disadvantaged	77.2
English Learners	36.7
Students with Disabilities	12.1
Foster Youth	0.7

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			
Las Positas Elementary School	15-16	16-17	17-18
With Full Credential	20	19	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
La Habra City Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	2.10
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Las Positas 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)

On October 12, 2017, 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 #20-2016 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 August, 2017.

Textbooks and Instructional Materials Year and month in which data were collected: October, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill Wonders, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Scott Foresman-Addison Wesley enVisionMath/2009; St Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McMillan/McGraw Hill/2007 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)

The school facilities at Las Positas are in good repair. Our custodial and district maintenance staff see to it that repairs are made as needed, Classrooms, bathrooms, kitchen and staff rooms are cleaned, trash is disposed of and needed supplies are always stocked and ready for use. The district grounds crew keeps our lawns and plants in excellent condition. The most recent facility inspection was done on November 28, 2017. There is some dry rot on our amphitheater wood benches. The library and office HVAC systems are in constant repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 28, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			The library and office HVAC systems are in constant repair.
Interior: Interior Surfaces	X			Counters by sinks in rooms 206 and 207 bubbling up.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Rodents in office area noticed.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain drains are slow
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Some rotted wood noted in amphitheater benches. Damage is slight and does not pose a danger to students. Work order submitted.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 28, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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)

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	32	35	34	35	48	48
Math	35	40	25	27	36	37

* 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	59	59	47	49	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	22.6	20.4	12.4

* 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.

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	179	174	97.2	59.2
Male	88	83	94.3	68.7
Female	91	91	100.0	50.6
Hispanic or Latino	153	149	97.4	55.0
White	13	13	100.0	92.3
Socioeconomically Disadvantaged	81	79	97.5	58.2
English Learners	62	60	96.8	40.0
Students with Disabilities	21	19	90.5	68.4

* 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 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	453	447	98.68	35.12
Male	230	227	98.7	28.63
Female	223	220	98.65	41.82
Black or African American	--	--	--	--
Asian	12	12	100	41.67
Filipino	--	--	--	--
Hispanic or Latino	391	385	98.47	33.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100	53.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	348	342	98.28	30.99
English Learners	230	225	97.83	29.78
Students with Disabilities	63	62	98.41	11.29
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	453	449	99.12	40.4
Male	230	228	99.13	40.79
Female	223	221	99.1	40
Black or African American	--	--	--	--
Asian	12	12	100	83.33
Filipino	--	--	--	--
Hispanic or Latino	391	387	98.98	37.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100	53.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	348	344	98.85	36.15
English Learners	230	227	98.7	39.21
Students with Disabilities	63	63	100	17.46
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)

Parents are always encouraged to be a part of our Las Positas family. We appreciate their assistance in our Parent Teacher Association (PTA) program, which helps us with fund-raising, room parent assistance, numerous school activities and field trips. Our School Site Council (SSC) helps make financial decisions regarding the expenditures of federal and state funds. Our English Language Advisory Council (ELAC) helps shape programs for our English Learners. We hold monthly "Coffee with the Principal" meetings to keep parents abreast of what's happening in the school and to address topics of general interest. We invite parents to join us on Back-to-School Night and our yearly Open House. We truly appreciate parent chaperones who help with our many field trips and parent classroom volunteers as well. Please call the school to find out how you can become involved, or call Diane Kim, our PTA president, at (562) 690-2356.

We encourage ALL parents to become involved in their children's education by attending parent nights, Back to School Night, Open House, parent teacher conferences, awards assemblies, and fundraisers.

Please check our web site monthly calendar and your child's Wednesday take-home folder to get the latest information on school events.

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

One of our most important goals at Las Positas is to establish and maintain a safe, healthy, and positive school environment. To ensure student safety, our staff constantly monitors the school grounds 20 minutes before and 20 minutes after school, as well as at all recesses and lunch time. Students and staff regularly review good safety practices and rules for responsible behavior in classes and on the playground. Our campus is closed and we require all visitors to report to the front door of the office to obtain a visitor's pass.

Our School Safety Plan is revised and shared with staff annually. This plan includes procedures for emergencies, exit routes, parent pick-up during emergencies, and location of emergency supplies. A copy of this plan is kept in the office for parent review.

Fire, earthquake, and/or intruder-on-campus drills are practiced monthly. We pride ourselves on the fact that on our yearly parent questionnaire, students and parents overwhelmingly respond that they feel Las Positas is a safe place for children.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.8	1.1	0.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.0	1.1	1.1
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	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	77.8	

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)	.4375
Psychologist	1
Social Worker	0
Nurse	.11
Speech/Language/Hearing Specialist	.60
Resource Specialist	1
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	0

* 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
3	27	28.7	29				5	6	6			
4	23	30.9	31	1			6	4.5	4			
5	26	30.5	31	1			7	5.5	6			
6			6			1						
Other	7	7.3	9	1	3	2						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Las Positas teachers attend staff development throughout the year to look at student data, test results and to explore new ideas for improving classroom instruction. Students are released one hour early each Wednesday to provide teachers time to meet in professional learning communities (PLCs) to collaborate on student achievement data, look at student work, and discuss and share instructional strategies. Our designated instructional academic coach, supports teachers throughout the year as they implement new strategies. Our district technology coach supports teachers implement technology as an instructional tool.

Thanks to our district PE teachers, our classroom teachers have an additional 45 minutes per week to collaborate with each other and discuss lesson design, student work and/or student needs.

Staff development is devoted to aligning our curriculum to the Common Core Standards, learning how to analyze assessment results, and training in improved instructional strategies. Through our partnership with InnovateEd, our Site Leadership Team has embraced developing a schoolwide instructional focus and has modeled strategies for staff during professional development. During our Leadership Institutes, teachers and the principal look at data and review the most pressing issues of the previous year to choose specific topics for staff development during the upcoming year. We then develop a professional development cycle in which teachers learn, research, practice, and reflect on the specific strategies that they have found to be most effective. During the 2017-18 school year, professional development has been focused on the implementation and success of our newly adopted McGraw-Hill Wonders reading program.

Teachers use specific ELD (English Language Development) strategies to help bridge the gap between native English speakers and English learners. The efficacy of this teaching is tested on the yearly CELDT exam. We also use the ELD standards, test data analysis, differentiated instruction, Wonders EL curriculum, Step Up to Writing, thinking maps, and GLAD strategies and to help scaffold instruction for all students. Teachers participate in Targeted Leadership Institutes to review research-based practices, and we hold classroom walkthroughs to observe practices in action.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,078	\$47,034
Mid-Range Teacher Salary	\$79,357	\$73,126
Highest Teacher Salary	\$104,807	\$91,838
Average Principal Salary (ES)	\$128,114	\$116,119
Average Principal Salary (MS)	\$131,874	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$230,470	\$178,388
Percent of District Budget		
Teacher Salaries	38%	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/.

Types of Services Funded

Las Positas is a Title I school and receives money from the federal government to help us improve our low-income students' skills. These funds pay for three classroom aides who support students in our Wonders reading program, books and materials needed to make our various programs effective, and translations for school to home communication. Las Positas also receives Local Control Supplemental and Concentration funds which support our after school and before school program and summer academy for students who are not meeting grade level standards.

The PTA works very hard on our behalf to provide funds that offset the cost of field trips, field trip transportation, and school assemblies through their annual sales fund-raiser(s). Our Student Ambassadors also raise funds through Jog-a-Thons, Student Store sales, Box Tops for Education collection, and other student-led activities.

We also receive funds from numerous grants; The Nutrition Network, and CEEP, ST Math. These grants provide Las Positas students with enrichment activities, such as field trips, assemblies and computer programs, as a supplement to their educational requirements.

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	10313	2948	7365	95680
District	♦	♦	7605	\$88,496
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-3.2	8.1
Percent Difference: School Site/ State			12.0	29.0

* Cells with ♦ do not require data.