Las Lomas Elementary School

301 Las Lomas Dr. • La Habra, CA 90631 • (562) 690-2353 • Grades K-6
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

La Habra City Elementary School District
500 North Walnut St.
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(562) 690-2305
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Dr. Marcie Poole
Director of Special Programs & Assessment

School Description

Las Lomas is a Transitional Kindergarten through Sixth Grade school located in La Habra. We are fortunate to have an extraordinary staff of 21 fully credentialed classroom teachers, a full time Resource Specialist and a shared Speech/Language Therapist and Psychologist. In addition to our general education population, we also provide services for Pre-School 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, 3rd and 4th grade students the opportunity to learn keyboarding/piano skills with a trained music teacher two times a week. The Segrestrom Center for the Arts brings Disney Musicals in Schools for our third-sixth grade students. Students will 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.

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 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	71
Grade 2	54
Grade 3	63
Grade 4	73
Grade 5	57
Grade 6	62
Total Enrollment	454

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	1.3
Hispanic or Latino	92.5
White	2.6
Two or More Races	0.7
Socioeconomically Disadvantaged	86.6
English Learners	41.2
Students with Disabilities	9.3
Foster Youth	1.8
Homeless	0.9

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 for Las Lomas Elementary	18-19	19-20	20-21
With Full Credential	22	23	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for La Habra City	18-19	19-20	20-21
With Full Credential	♦	♦	6.77
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Las Lomas Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

On October 8, 2020, 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 #15-2019 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 October 2020.

Textbooks and Instructional Materials
Year and month in which data were collected: October, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, Imagine Learning, 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	The Math Learning Center Bridges & Number Corners, 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson Scott Foreman, 2002 **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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Head Custodian, Ed Anaya, and Interim Principal, Debbye Viveros

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: October, 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	**Good**	

B. Pupil Outcomes

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	24	N/A	40	N/A	50	N/A
Math	21	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	10	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2020-21)
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 February and various family learning events scheduled throughout the school year. Although these events look different, due to the transition to hybrid and distance learning, we continue to offer virtual events, virtual conferences, and virtual parent education classes.

Our Parent Institute for Quality Education (PIQE) program is a very important program to help our parents learn all about our school culture and how they can better prepare their students for college. We also ask parents, if possible, to volunteer in the classroom. We always need volunteers and appreciate any time parents can give. To volunteer at the school, please contact the Principal, Pam Cunningham at (562) 690-2353.

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 (School Year 2020-2021)
Students are supervised 15 minutes prior to school, during bathroom breaks, 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 and only allowed limited access to the campus due to Covid-19.

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. In addition to parents supplying an emergency care packet for their child, the school has emergency first-aid, food, and water supplies. School Safety Plan was last revised and reviewed in December 2020.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.6	1.7	1.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.4	3.4	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	27		5		24		4		12	6		
1	25		5		27		2		24		3	
2	24		5		27		2		27		2	
3					25		3		21	1	2	
4					31		2		24	1	2	
5					32		2		29		2	
6					23	2	11	2	31		12	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

Each year the District looks at student achievement data along with teacher requests for specific trainings to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on new English Language Arts adoptions, Wonders and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges and Math Links. In 2019-2020, training focused on developing Multi-Tiered System of Supports (MTSS). In 2020-2021, we will continue focusing on MTSS and iReady with additional training on safety and Distance Learning during the Covid pandemic.

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 implementation of the strategic focus.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,960	$50,574
Mid-Range Teacher Salary	$84,214	$76,649
Highest Teacher Salary	$111,222	$98,993
Average Principal Salary (ES)	$140,445	$125,150
Average Principal Salary (MS)	$141,026	$129,394
Average Principal Salary (HS)		$122,053
Superintendent Salary	$254,418	$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37.0	34.0
Administrative Salaries	6.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13314	4259	9055	98075
District	N/A	N/A	8200	$93,160
State	N/A	N/A	$7,750	$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	9.9	5.1
School Site/ State	15.5	19.6

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

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 part of our library technician and two of our educational assistants. S&C funds provide three instructional assistants to help our English Learners. Funds are also used to help pay for educational materials and supplies, supplemental books to support our language arts, science and social studies programs and for the purchase of technology, such as iPads, for our students use to enhance their learning process.

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.