

Las Positas 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/fq/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 Positas Elementary School
Street	1400 South Schoolwood Dr.
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2356
Principal	Dr. Suena Chang
Email Address	schang@lahabraschools.org
School Website	https://www.lahabraschools.org/laspositas
County-District-School (CDS) Code	30665636028989

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

Welcome to Las Positas Elementary School, an International Baccalaureate Primary Years Programme World School, and a California Distinguished School located in La Habra, California. Las Positas provides a safe, caring, relevant, and rigorous learning environment for every child, every day. All students are challenged to achieve their highest potential, with the goal of becoming proficient in each area of the Common Core State Standards and IB PYP Standards. At Las Positas, we focus on the improvement of 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. Our student enrollment is over 580 students with several world languages represented by our families. We are a globally diverse student population. Our Mission Statement is: To develop inquiring, knowledgeable, and caring students who become active, compassionate, life-long learners and globally responsible citizens. Las Positas is now focusing on the six transdisciplinary IB PYP themes weaving the concepts throughout the curriculum using the IB framework and philosophy. Our students have IB Spanish, IB Personal Social Physical Education, and IB Art infused throughout their IB Programme of Inquiries. Our school is focusing on the IB Learner Profile attributes, taught worldwide to all IB students. Our students are becoming caring, balanced, communicative, open-minded, inquiring, knowledgeable, principled, courageous thinkers. Our students are proactive, global thinkers, and taking action locally.

As well as our IB PYP authorization as an IB World School, our school is focusing on developing academic vocabulary schoolwide. In order to communicate well, students need to develop in speaking, reading, and writing. To motivate all of our students to read, write, and speak, including English Learners, core learners, and gifted students, we use our Wonders reading series as well as relevant, relatable text infused throughout our IB PYP Programme of Inquiry. Our teachers run student centered curriculum where students are given agency and voice. Our Bridges math curriculum is being implemented successfully schoolwide. Students are recognized monthly for their leadership and IB Learner Profile attributes during our "Lion of the Month" assemblies. Our school Student Ambassadors are involved in planning spirit days/weeks, Dot Day, Veterans Day Assembly, Red Ribbon Week, school beautification days, student store along with many additional opportunities to learn/show leadership when students are in session. Our goal is to allow many opportunities for all students to become "Leaders" and show leadership. Students learn to think globally and take local action.

Las Positas utilizes Positive Behavior Interventions and Supports (PBIS) to guide our students in the IB PYP Learner Profile attributes, celebrating successes along the way. The PBIS committee continues to improve the PBIS implementation. We are in full implementation of regular Pawsco and Grand Pawsco award system in addition to the monthly PBIS celebrations. The

2023-24 School Description and Mission Statement

ASES after-school program, run by the Boys and Girls Club of La Habra, assists students with homework, exercise, and artistic endeavors. Kidzone is offered at Las Positas for before and after-school care, partnering with our school for the success of all children enrolled in the program. Las Positas EPIC after school program offers several opportunities for student learning after school such as Reading, Math, Writing, Art, Legos, Ozobots, and other extra curricular enrichments.

Our Las Positas PTA assists our students and staff with funding for field trips, classroom expenditures, assemblies, organizing Scholastic Book Fairs, Red Ribbon Week, Trunk-or-Treat, just to name a few. Las Positas has a team of teachers, staff, parents, and community members supporting our students in their learning and preparing students for the future.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	87
Grade 2	105
Grade 3	95
Grade 4	91
Grade 5	80
Total Enrollment	560

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.4%
American Indian or Alaska Native	0.5%
Asian	6.3%
Black or African American	1.3%
Filipino	1.1%
Hispanic or Latino	75.7%
Two or More Races	1.4%
White	10.7%
English Learners	20.4%
Foster Youth	0.7%
Homeless	1.4%
Socioeconomically Disadvantaged	76.6%
Students with Disabilities	15.2%

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)	20.50	89.16	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	2.40	10.79	20.20	10.81	18854.30	6.86
Total Teaching Positions	23.00	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)	22.00	95.65	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	1.00	4.35	15.30	8.11	15831.90	5.67
Total Teaching Positions	23.00	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)	2.6	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	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

Principal, Suena Chang

Year and month of the most recent FIT report

October 2, 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			
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)	39	42	40	38	47	46
Mathematics (grades 3-8 and 11)	43	47	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	271	271	100.00	0.00	42.07
Female	124	124	100.00	0.00	43.55
Male	146	146	100.00	0.00	40.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	216	216	100.00	0.00	39.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	48.28
English Learners	44	44	100.00	0.00	11.36
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	214	214	100.00	0.00	37.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	46	100.00	0.00	10.87

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	271	270	99.63	0.37	46.67
Female	124	123	99.19	0.81	40.65
Male	146	146	100.00	0.00	51.37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	216	215	99.54	0.46	41.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	62.07
English Learners	44	44	100.00	0.00	20.45
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	214	213	99.53	0.47	45.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	11.11

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)	40.48	39.24	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	79	79	100.00	0.00	39.24
Female	36	36	100.00	0.00	27.78
Male	42	42	100.00	0.00	47.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	62	100.00	0.00	33.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	18.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	33.90
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

Parents are encouraged to be a part of our Las Positas family. We appreciate family participation in our Parent Teacher Association (PTA), which helps us with fundraising, room parent assistance, numerous school activities, and field trips when permitted. Parents serve on our School Site Council (SSC) as elected members which helps with the School Plan for Student Achievement which includes making financial decisions regarding the expenditures of federal and state funds to benefit all students. Parents are invited to attend ELAC (English Language Advisory Council) meetings to provide input for our English Learners, which is combined with SSC for this school year. We hold IB Parent Information meetings throughout the year to have our parents as partners in our IB PYP journey. We hold monthly "Coffee with the Principal & Friends" meetings with the principal to keep parents abreast of school activities and programs and to answer any parent questions. We invite parents to join us on Back-to-School Night, Open House, and our yearly IB Showcase. We truly appreciate parent volunteers inside and outside the classrooms. Please call the school to find out how you can become involved, or call our PTA president.

The entire District started an awards program called Passport to Success and parents receive a stamp for attending parent functions and can collect an award. 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, fundraisers, and other school events and functions. Please refer to our weekly newsletter and/or check our website's monthly calendar to find the latest information on school events.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	588	584	126	21.6
Female	292	291	69	23.7
Male	295	292	57	19.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	3	3	3	100.0
Asian	35	35	6	17.1
Black or African American	7	7	1	14.3
Filipino	6	6	0	0.0
Hispanic or Latino	448	444	102	23.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	1	12.5
White	60	60	11	18.3
English Learners	119	119	21	17.6
Foster Youth	7	7	2	28.6
Homeless	15	15	9	60.0
Socioeconomically Disadvantaged	454	451	103	22.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	104	103	30	29.1

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	0.51	0.17	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	0.17	0
Female	0	0
Male	0.34	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	0.22	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.84	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 when students are on campus. Students and staff regularly review good safety practices and rules for responsible behavior in classes and on the playground when in session. Our campus is closed and we require all visitors to report to the school office to obtain a visitor's pass. Students are reminded to use hand sanitizer and wash hands.

Our School Safety Plan is revised and shared with staff annually. This plan includes procedures for emergencies, exit routes, parent pick-up during emergencies, location of emergency supplies. A copy of this plan is kept in the office for parent review. The School Plan for Safe Reopening was approved by our School Site Council on September 15, 2023.

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.

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	15	4	5	
1	15	3	3	
2	21	1	3	
3	13	3	2	
4	17	3	2	
5	16	3	3	
Other	4	2		

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	13	8	1	
1	21	1	4	
2	17	2	3	
3	22	1	3	
4	18	2		
5	28		3	
Other	3	1		

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	20	1	4	0
1	27	0	3	0
2	25	0	4	0
3	29	0	3	0
4	29	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	9	3	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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.5

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	\$23,804	\$7,890	\$15,914	\$96,004
District	N/A	N/A	\$8,936	\$99,152
Percent Difference - School Site and District	N/A	N/A	56.2	1.4
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	82.8	12.6

Fiscal Year 2022-23 Types of Services Funded

Las Positas is a Title I school and receives funds from the federal government to help improve our low-income students' skills. These funds pay for three education assistants who support students by pushing into classrooms or pulling out of classrooms to work on reading, writing, and/or math small groups. Funds were also used for: the purchase of books and materials needed to make our various programs effective, technology, awards incentives, after-school intervention groups, and translations for school-to-home communication. We also value continually training our teachers and staff through various professional development opportunities, such as IB conferences and collaboration time. Las Positas also receives Local Control Supplemental and Concentration funds which support our after-school programs and summer academy for all students.

The PTA works extremely hard on our behalf to provide funds to offset the cost of field trips, field trip transportation, and school assemblies through their annual sales fundraiser(s).

Las Positas also received one-time funds which were used to support students by providing supports, programs, technology, materials, and supplies for classrooms.

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 Las Positas looks at student achievement data along with teacher requests for specific training to determine the plan for the professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In 2019-2021, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2021-2022, we focused on MTSS and iReady with additional training on safety and technology integration during the COVID-19 pandemic. In 2022-2023 we continued focusing on MTSS as well as training focused on the new Elementary Science adoption. Continuously building on the previous foundation, 2023-24 year supports the schoolwide focus of developing Academic and Domain specific vocabulary embedded in the IB transdisciplinary units. PD, release days, and various trainings are funded to support the staff in continually meeting the needs of students in making growth academically, socially, and emotionally.

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 strategic focus. In 2023-2024, mathematics is a District focus. Staff at all sites have received professional development and training as it relates to the newly adopted mathematics framework .

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