



# Los Altos Elementary School

12001 Bona Vista Ln. • Whittier, CA 90604 • (562) 941-3711 • Grades K-3

Genevieve Silebi, Principal

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<http://losaltos.swhittier.k12.ca.us/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### South Whittier School District

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Whittier, CA 90605

(562) 944-6231

[www.swhittier.k12.ca.us](http://www.swhittier.k12.ca.us)

### District Governing Board

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Jan Baird, Vice President

Natalia Barajas, Clerk

Elias Alvarado, Member

Deborah Pacheco, Member

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**Educational Services**

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**Director, Special Education &**

**Student Services**

Dr. Stacy Ayers-Escarcega

**Director, Assessment,**

**Accountability & Parent**

**Engagement**

### THE LOS ALTOS SCHOOL VISION

Los Altos strives to create a relationship between the home, school, and community that promotes cultural sensitivity, instills a strong foundational passion for reading, writing, and prepares all students to become life-long independent learners. Together, the staff at Los Altos, our parents, and our community stakeholders will empower students to prepare for an ever-changing, diverse, competitive, and complex world.

### Principal's Message

Los Altos School is a transitional kindergarten through grade 3 school which educates approximately 330 students. The school is located in South Whittier, California. The school has one Transitional Kindergarten/Kindergarten class, one Dual Immersion Transitional Kindergarten class, two Dual Immersion Kindergarten classes, three first grade, three-second grade, three third grade classes, a Transitional Kindergarten through grade 2 Special Day Class (SDC) for the Severely Handicapped (SH); and an onsite resource and Response to Intervention (RTI) program. Common Core State Standards and 21st Century Learning Skills are the foundation of the academic program. The school has a clear focus on literacy and numeracy. We believe the home, school, and community working together can build a solid instructional program where all children are academically challenged. It is our goal to nurture students to become career and college ready. Every Friday students wear their Bulldog shirts to promote school spirit. Every Tuesday, students, and staff wear their college spirit t-shirts to promote college and career awareness.

Los Altos believes in the development of each child's social and emotional needs within a nurturing and safe learning environment. As such, the school has embraced the Positive Behavioral Interventions and Support (PBIS) framework for promoting and recognizing desired behaviors and expectations. A strong School Study Team (SST) exists to provide timely and appropriate safety guards and interventions for students with social, emotional, health, and or academic needs. English Language Development (ELD) is provided daily to our English learners. Students needing additional support through academic intervention participate in the school's RTI program. Every student attends a 6-week course in African drumming through the Music Center of Los Angeles. The school offers a variety of after-school programs. Some of these programs are funded through school site funds while others are run by outside agencies. After school intervention and homework assistance for grades 1-3 are offered after school from November to April. Coding Class & Robotics for 2nd and 3rd graders are offered after school on Fridays from November to April. The school is also affiliated with an on-site after-school program, Think Together. Think Together offers daily academic and enrichment classes year-round.

Parents and the community are vital to the school's success. As such, parents are highly encouraged to attend Principal Cafecitos, PTA, SSC, parent education classes, school events, and to volunteer in their student's classroom. Several annual events are held to promote school and home partnerships. These events include Family Fun Night, Father Daughter Dance, and Mother Son Tea.

Genevieve Silebi, Principal

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	89
Grade 2	79
Grade 3	75
Total Enrollment	331

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	0.9
Filipino	0.3
Hispanic or Latino	96.7
White	1.5
Two or More Races	0.3
Socioeconomically Disadvantaged	88.2
English Learners	44.4
Students with Disabilities	11.2
Foster Youth	2.4
Homeless	4.8

## 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 Los Altos Elementary	17-18	18-19	19-20
With Full Credential	15	18	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South Whittier School	17-18	18-19	19-20
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Los Altos Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: April, 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 Houghton Mifflin Harcourt California Journeys 2017 K-6 Benchmark Adelante California 2017 7-8 Amplify ELA: California Edition 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	K-8 Houghton Mifflin Harcourt 2014 Go Math! Go Math Espanol Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Harcourt Science K-6 Harcourt School Publishers 2007 Pearson Prentice Hall 7th and 8th Pearson Prentice Hall 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Houghton Mifflin History-Social Science K-6 Houghton Mifflin 2007 Holt Rinehart and Winston Social Science 7th-8th Holt 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 22 classrooms, a multipurpose room, and an administration building. Four modular classrooms were added in 2003. The main campus was built in 1955. A new restroom building was constructed in 2001. The multi-purpose room was remodeled in 2012.

District maintenance staff ensures that the repairs necessary to keep the school in working order are completed in a timely manner. An electronic work order process is used to ensure efficient service and emergency repairs are given the highest priority.

The district's Board of Trustees has adopted cleaning standards for all schools. The principal works daily with the custodial staff to develop schedules that ensure a clean and safe school.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/28/2019

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

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	40	34	36	37	50	50
Math	32	22	24	25	38	39

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.

### School Year 2018-19 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	76	76	100.00	34.21
Male	34	34	100.00	26.47
Female	42	42	100.00	40.48
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	73	73	100.00	31.51
Socioeconomically Disadvantaged	70	70	100.00	32.86
English Learners	45	45	100.00	35.56
Students with Disabilities	11	11	100.00	0.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

Note: 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.

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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 2018-19 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	76	76	100.00	22.37
Male	34	34	100.00	20.59
Female	42	42	100.00	23.81
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	73	73	100.00	20.55
Socioeconomically Disadvantaged	70	70	100.00	21.43
English Learners	45	45	100.00	17.78
Students with Disabilities	11	11	100.00	0.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

### Opportunities for Parental Involvement (School Year 2019-20)

Each school site has parent representatives who are involved in various district-level advisory committees such as the District English Language Advisory Committee (DELAC) and the District Advisory Committee (DAC). There are also district and site-level parent involvement opportunities including but not limited to Wellness Committee, and the Fiscal Advisory Committee. At each campus, parents can become active in the Parent Teacher Associations (PTA), school site council (SSC), English Language Advisory Committee (ELAC), volunteer in the classroom, and chaperone school-related field trips and activities.

Events including Super Hero Dance, Frosty Fun Night, Father Daughter Dance, Mother Son Dance, Open House, and Back-to-School Night are held annually.

### 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

As required by state law, each school maintains a detailed safety plan and shares it on an annual basis. The safety plan was last reviewed on December 9, 2019. All personnel is trained in emergency procedures and students take part in regularly scheduled emergency drills. Food, water, medical, and other emergency supplies are updated annually to ensure each campus is ready to respond in the event of an emergency or disaster. Campuses are carefully monitored before, during, and after school hours. Recess and lunch are supervised by school personnel. Schools are secured with security fencing. All visitors are required to check in and out at the front office and wear a badge while on campus. Visitor procedures are strictly enforced. The district maintains proactive relationships with law enforcement agencies to ensure the safety of all campuses. Furthermore, through Measure QS funding a general obligation bond passed by area voters to upgrade school facilities will support future modernization projects.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.3	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.9	1.7	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

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	

\* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	24	1	3		27	1	1	2	35	1	3	1
1	25		3		24		3		28		3	
2	28		3		25		3		26		3	
3	30		3		26		3		25		3	
Other**	8	1										

\*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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The primary focus areas of professional development are for teachers to be proficient in Common Core State Standards in English Language Arts, Math and on the CAASPP/Smarter Balanced Assessment. For support, teachers received professional development from Educational Services, instructional coaches, principals, and workshops at the Los Angeles County Office of Education. Teachers participate in weekly grade level collaborative meetings and instructional learning walks where they observe their colleagues' instruction and share best practices. Technology has been a focus area and all teachers have been Google trained so they may use it as an instructional tool and facilitate students' presentations. In 2016, all teachers participated in GLAD (Guided Language Acquisition Design) to assist in effective teaching strategies for English Learners. They were participants in demonstration lessons and received feedback from GLAD trainers, instructional coaches, and principals. In 2018 all teachers participated in CGI (Cognitive Guided Instruction) to assist in teaching the rigor of CCSS math content standards and standards of mathematical practices(SMP). In 2019 all teachers participated in Capturing Kids Hearts professional development to support teaching and learning. All professional development occurred during the school day and/or after school."

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,598	\$49,378
Mid-Range Teacher Salary	\$74,958	\$77,190
Highest Teacher Salary	\$96,690	\$96,607
Average Principal Salary (ES)	\$118,147	\$122,074
Average Principal Salary (MS)	\$121,494	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$219,300	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,802	\$2,074	\$3,728	\$81,541
District	N/A	N/A	\$3,694	\$82,569.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

Response To Intervention Program (one instructional assistant)  
Before/After School Intervention (offered October through April)

- \* Tutoring/Intervention (Grade 1-3)
- \* Think Together
- \* District Summer School Program

**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).

**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.