



Los Altos Elementary School

12001 Bona Vista Lane • Whittier, CA 90604 • (562) 941-3711 • Grades K-3
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<http://losaltos.swhittier.k12.ca.us/>

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



South Whittier School District

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District Governing Board

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Accountability & Parent
Engagement

School Description

Principal's Message

Los Altos School is a transitional kindergarten through grade 3 school which educates approximately 360 students. The school is located in South Whittier, California. The school has one Transitional Kindergarten/Kindergarten class, two 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. On a monthly basis, 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. 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. The school's computer lab is open daily before school from 7:30-8:00 for students needing assistance with basic skills. After school intervention and homework assistance for grades 1-3 are offered after school 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 Fall Festival, Frosty Fun Night, Family Sweetheart Dance, and afternoon Movie Matinees.

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 <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
Kindergarten	99
Grade 1	78
Grade 2	87
Grade 3	90
Total Enrollment	354

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0
Asian	1.1
Filipino	0.3
Hispanic or Latino	96.6
Native Hawaiian or Pacific Islander	0
White	0.6
Two or More Races	0.3
Socioeconomically Disadvantaged	91.2
English Learners	49.7
Students with Disabilities	9.6
Foster Youth	0.6

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			
Los Altos Elementary School	15-16	16-17	17-18
With Full Credential	14	15	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
South Whittier School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Los Altos 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)

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 7-8 Amply ELA: California Edition 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Science K-6 Harcourt School Publishers 2007 Pearson Prentice Hall 7th and 8th Pearson Prentice Hall 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin History-Social Science K-6 Houghton Mifflin 2007 Holt Rinehart and Winston Social Science 7th-8th Holt 2006 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)

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 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: 11/13/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/13/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
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); 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

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	38	20	31	32	48	48
Math	34	20	21	21	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.

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	84	83	98.81	20.48
Male	39	39	100	15.38
Female	45	44	97.78	25
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	80	79	98.75	20.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	79	98.75	20.25
English Learners	45	44	97.78	15.91
Students with Disabilities	16	16	100	12.5
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	84	82	97.62	19.51
Male	39	38	97.44	21.05
Female	45	44	97.78	18.18
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	80	78	97.5	19.23
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	78	97.5	19.23
English Learners	45	43	95.56	16.28
Students with Disabilities	16	16	100	12.5
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)

Each school site has parent representatives who are involved in various district-level advisory committees such as 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), volunteer in the classroom, and chaperone school-related field trips and activities.

Events including Fall Festival, Frosty Fun Night, Family Sweetheart 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. All personnel are 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

School	2014-15	2015-16	2016-17
Suspensions Rate	0.5	0.7	0.5
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.4	4.1	3.9
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	2009-2010	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.1
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0.5
Other	0.8
Average Number of Students per Staff Member	
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.

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
K	27	27	25			1	4	4	3			
1	28	28	26				3	3	3			
2	26	26	29				3	3	3			
3	27	27	26				4	4	3			
Other	9	9	9	1	1	1						

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

Professional Development provided for Teachers

The primary focus areas of professional development is 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 developments from Educational Services, instructional coaches, principals, and workshops at 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. All professional development occurred during the school day and/or after school."

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,873	\$47,034
Mid-Range Teacher Salary	\$73,817	\$73,126
Highest Teacher Salary	\$95,218	\$91,838
Average Principal Salary (ES)	\$114,877	\$116,119
Average Principal Salary (MS)	\$118,132	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$175,000	\$178,388
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	7%	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

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

- Computer Lab before school intervention and enrichment
- Tutoring/Intervention (Grade 1)
- Homework Club (Grades 2-3)
- Think Together
- Stone Soup
- District Summer School Program

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	\$5,802	\$2,074	\$3,728	\$81,541
District	♦	♦	\$3,694	\$83,024
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.