

La Honda Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/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](#) 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.



Elizabeth Morgan, Principal

Principal, La Honda Elementary

About Our School

Welcome to the La Honda Elementary Accountability Report Card. This executive summary is intended to provide parents and community members with a quick snapshot of information related to individual public schools. For additional information about the school, parents and community members, please contact me directly. Liz Morgan (lmorgan@lhpusd.com)

Contact

La Honda Elementary
450 Sears Ranch Rd.
La Honda, CA 94020

Phone: 650-747-0051
E-mail: lmorgan@lhpusd.com

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	La Honda-Pescadero Unified
Phone Number	(650) 879-0286
Superintendent	Amy Woollever
E-mail Address	amyw@lhpUSD.com
Web Site	www.lhpUSD.com

School Contact Information (School Year 2017-18)	
School Name	La Honda Elementary
Street	450 Sears Ranch Rd.
City, State, Zip	La Honda, Ca, 94020
Phone Number	650-747-0051
Principal	Elizabeth Morgan, Principal
E-mail Address	lmorgan@lhpUSD.com
County-District-School (CDS) Code	41689406044077

Last updated: 2/1/2018

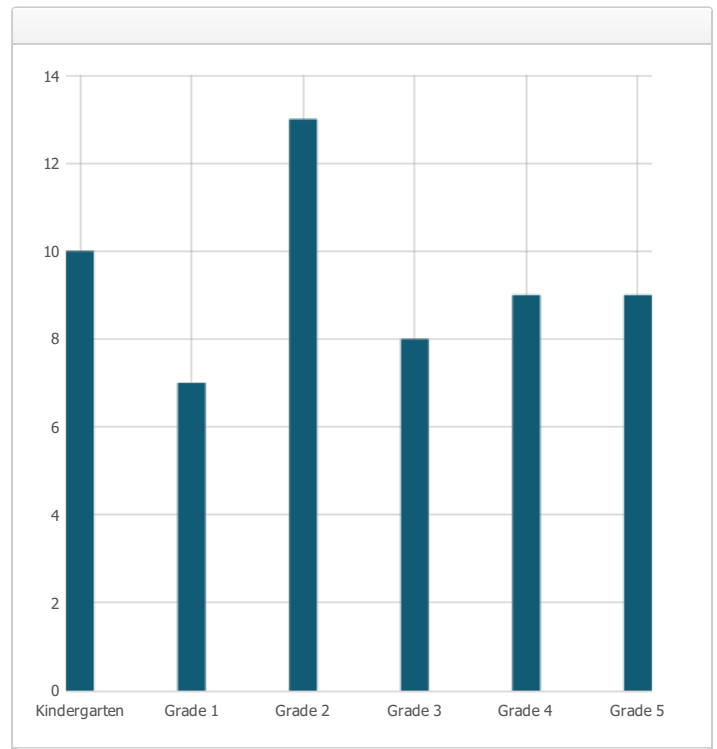
School Description and Mission Statement (School Year 2017-18)

La Honda Elementary is a small, rural TK-5th grade school (and preschool) with approximately 70 students currently enrolled. We are nestled among the towering redwoods and rolling coastal foothills of San Mateo County. There is an After School Program on site, as well. Other than a convenience store, post office, fire department, and realty office, the nearest towns with a variety of services are approximately 30 minutes away. The students, staff, parents and community participate in school activities, some of which become community events, such as the Winter and Spring Music Concerts, Halloween Carnival, Read Across America, Book Fair and Talent Show. The school enjoys the support of a strong educational foundation to fund initiatives and enrichment opportunities for our students. Some of these include Art in Action, assemblies, Makerspace, field trips, school garden program and yoga. We believe in and respect the individuality and intrinsic value of each child and adult. The strong academic program provides opportunities for individuals to grow in knowledge, learn problem solving and decision-making strategies, help themselves and others, to be fair and act responsibly, and to develop creative expression. Our goal is to encourage children to be lifelong learners so that they may lead happy, productive and responsible adult lives.

Last updated: 2/2/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	10
Grade 1	7
Grade 2	13
Grade 3	8
Grade 4	9
Grade 5	9
Total Enrollment	56



Last updated: 2/2/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	1.8 %
Hispanic or Latino	10.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	83.9 %
Two or More Races	1.8 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	19.6 %
English Learners	10.7 %
Students with Disabilities	8.9 %
Foster Youth	0.0 %

Last updated: 2/2/2018

A. Conditions of Learning

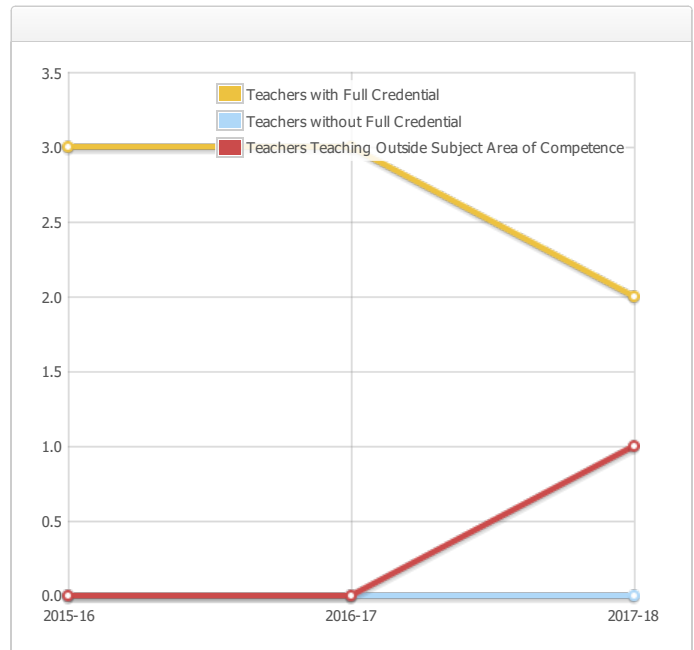
State Priority: Basic

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

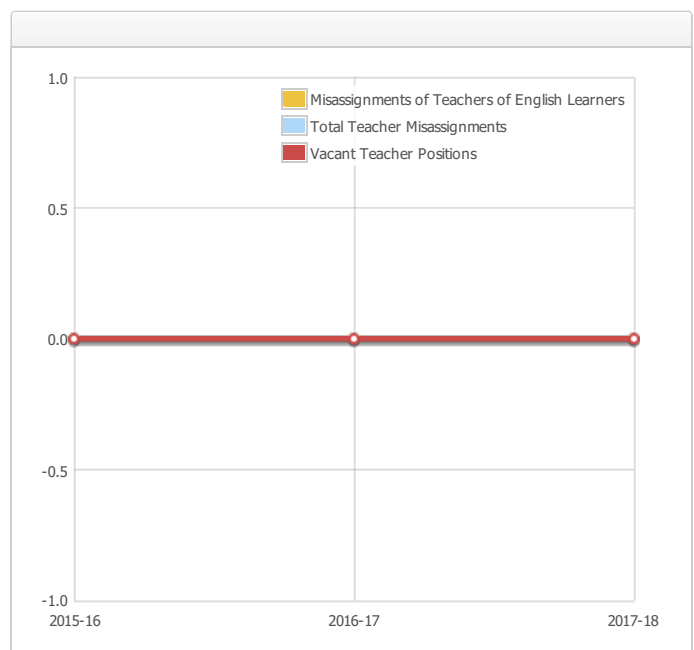
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	3	3	2	22
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	2



Last updated: 2/2/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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.

Last updated: 2/2/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Workshop Units of Study by Heineman (K-5) Writing Workshop Units of Study by Heineman (K-5) Leveled Literacy Intervention by Funtas and Pinnell (K-5)		0.0 %
Mathematics	Context for Learning by First Hand-Heineman (K-5) Bridges Mathematics by The Math Learning Center (K-5)		0.0 %
Science	Harcourt Science, California Edition by Harcourt		0.0 %
History-Social Science	Harcourt Reflections, California Series by Harcourt		0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/2/2018

School Facility Conditions and Planned Improvements

During 2016-2017, preschool students and K-5 students were housed in two main buildings. Visitors, volunteers and parents are expected to visit the office to sign in to ensure that we are aware of who is present on campus. Our janitor monitors school grounds and buildings as he cleans on a daily basis, as does the principal. Classrooms are large with many windows. We have a sufficient number of classrooms, playground space, and staff space.

We are currently (February 2018) in the final stages of the La Honda Elementary Bond Project. This will be providing two new buildings for classrooms and administrative use. An existing building will be re-purposed for an assembly space, staff room and electives.

The district maintains a Deferred Maintenance Program, to assist schools with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior and exterior painting and floor systems.

Last updated: 2/2/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Tears in carpets, crack in multipurpose room, ceiling tiles missing. Repairs and renovations will be part of the La Honda Elementary Bond Project.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The staff restroom in the lower building is used by the community. Needs to be frequently deep cleaned and we have a schedule in place for the cleaning.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Lower restroom had a broken urinal, but it has been fixed and repaired following the F.I.T. Report.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good
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Last updated: 2/2/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	69%	50%	48%	45%	48%	48%
Mathematics (grades 3-8 and 11)	52%	35%	36%	27%	36%	37%

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.

Last updated: 2/2/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	26	100.00%	50.00%
Male	--	--	--	
Female	17	17	100.00%	64.71%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	22	22	100.00%	50.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
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.

Last updated: 2/2/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	26	100.00%	34.62%
Male	--	--	--	
Female	17	17	100.00%	35.29%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	22	22	100.00%	36.36%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
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.

Last updated: 2/2/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	54.0%	73.0%	50.0%	53.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 2/2/2018

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	--	--	--

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.

Last updated: 2/2/2018

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)

The parents of La Honda Elementary appreciate the importance of education and the value of the strong academic program, social and emotional development and enrichment opportunities provided by the school. Our parents, and other community members, play a vital role in our school community. We have a very active educational foundation (founded in 1991) that supports the school through its many fundraising activities and committees. Every classroom has a room parent that helps organize and support classroom events and school events. Parents support our annual Book Fair, Halloween Carnival, Lip Sync/Talent Show, field trips, Art in Action and other school activities. Parents have opportunities to be involved with decision making at the school and district levels through a variety of committees, such as our School Site Council and LCAP. We also offer literacy, math and Makerspace nights that invite families to explore the content along with their children.

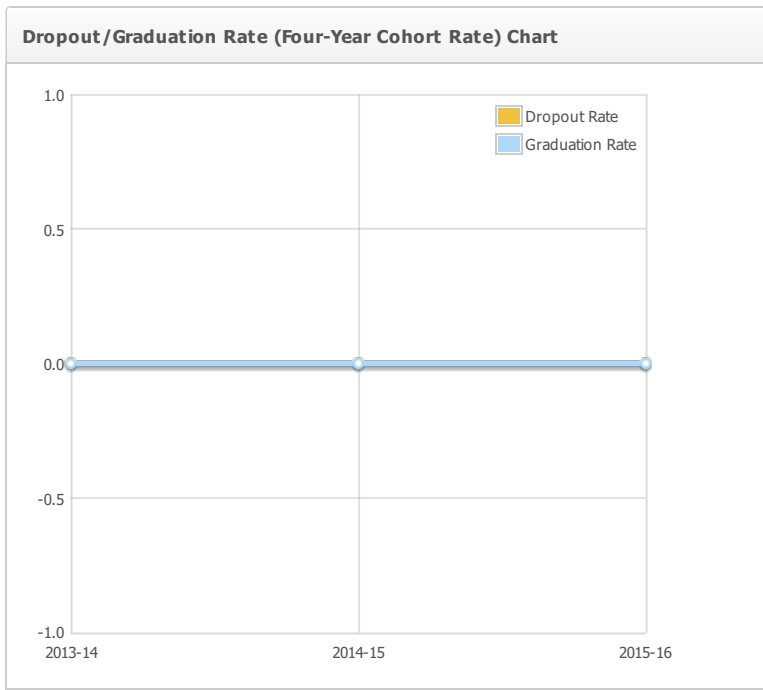
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	95.7%	87.5%	100.0%	81.0%	82.3%	83.8%



Last updated: 2/2/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	100.0%	87.1%
Black or African American	--	100.0%	79.2%
American Indian or Alaska Native	--	0.0%	80.2%
Asian	--	0.0%	94.4%
Filipino	--	0.0%	93.8%
Hispanic or Latino	--	100.0%	84.6%
Native Hawaiian or Pacific Islander	--	0.0%	86.6%
White	--	100.0%	91.0%
Two or More Races	--	0.0%	90.6%
Socioeconomically Disadvantaged	--	100.0%	85.5%
English Learners	--	100.0%	55.4%
Students with Disabilities	--	100.0%	63.9%
Foster Youth	--	--	--

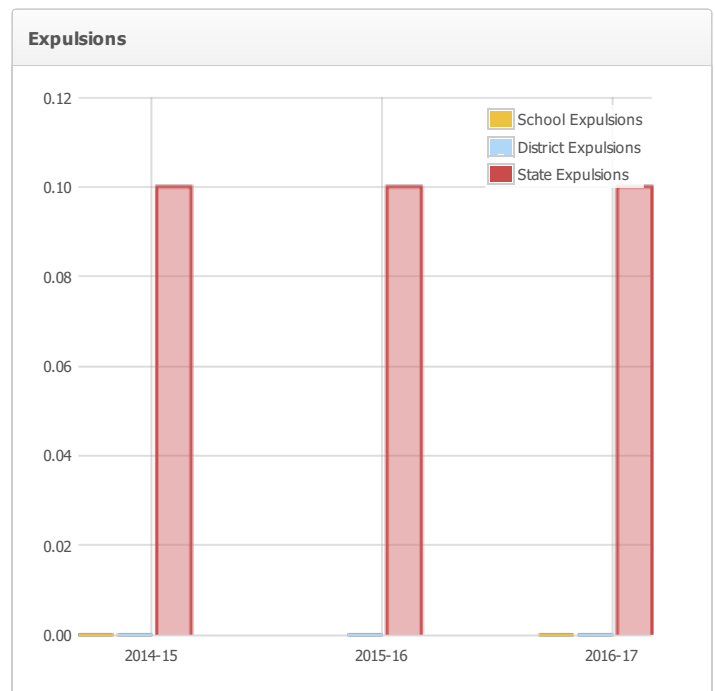
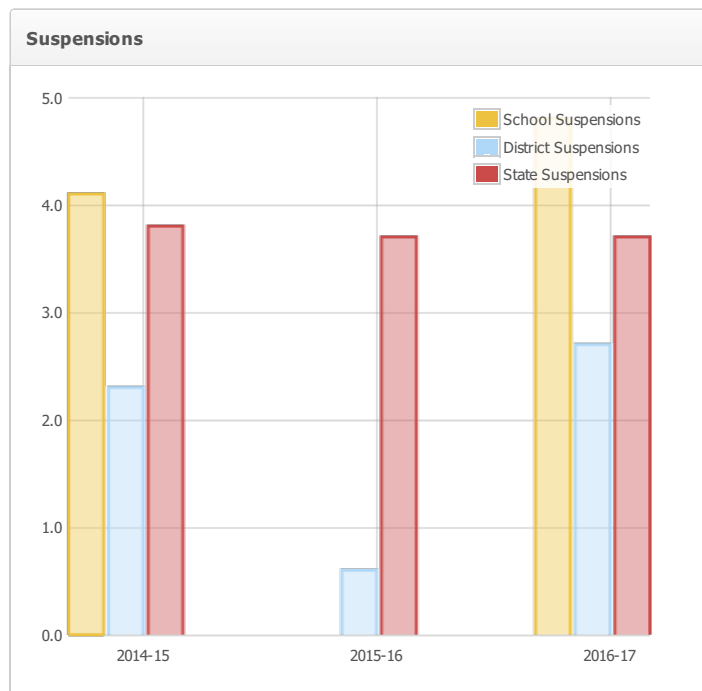
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.1%	--	4.8%	2.3%	0.6%	2.7%	3.8%	3.7%	3.7%
Expulsions	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/2/2018

School Safety Plan (School Year 2017-18)

La Honda-Pescadero Unified, along with other San Mateo County School Districts, endorse and support The Big Five as part of our comprehensive safety preparedness plan. The Big Five supports a common language in the event of the following emergencies: Shelter in Place, Secure Campus, Drop/Cover/Hold On, Evacuation and Lockdown/Barricade. Staff have been trained in the protocols and students and parents have been presented with information about The Big Five. We have monthly Evacuation Drills with Fire Alarm, as well as other drills related to The Big Five. All classrooms and shared spaces have emergency bags that contain: emergency folders, safety handbook, first aid kit, earpieces for walkie talkies and color cards. In addition to emergency bags, each classroom and shared space has a supply of water and food in case of an emergency. Walkie talkies have been implemented school-wide for immediate action needs that may or may not be related to The Big Five.

The school safety plan/handbook is revised yearly and reviewed with staff. It was most recently updated in August 2017. In addition to our safety plan/handbook, The Big Five resources and materials have been reviewed, shared, and discussed for clarification.

Last updated: 2/2/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	67.0%

Last updated: 2/2/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7.0	2	0	0	7.0	2	0	0	10.0	1	0	0
1	10.0	1	0	0	13.0	1	0	0	7.0	1	0	0
2	11.0	1	0	0	10.0	1	0	0	13.0	1	0	0
3	10.0	1	0	0	9.0	1	0	0	8.0	1	0	0
4	12.0	1	0	0	11.0	1	0	0	9.0	1	0	0
5	11.0	1	0	0	9.0	1	0	0	9.0	1	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	3.0	1	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/2/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 2/2/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10039.0	\$1423.0	\$8616.0	\$63815.0
District	N/A	N/A	\$11560.0	\$65831.0
Percent Difference – School Site and District	N/A	N/A	-29.2%	-3.1%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	26.9%	2.3%

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

Last updated: 2/2/2018

Types of Services Funded (Fiscal Year 2016-17)

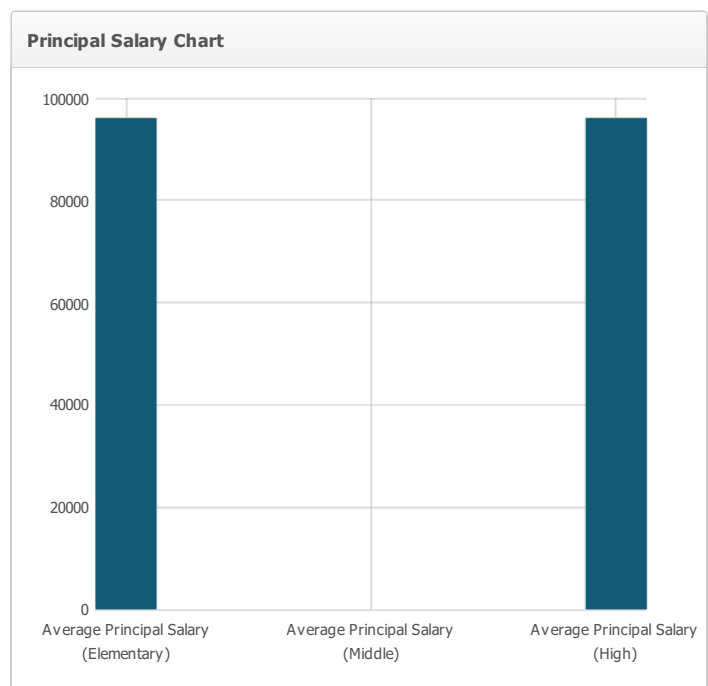
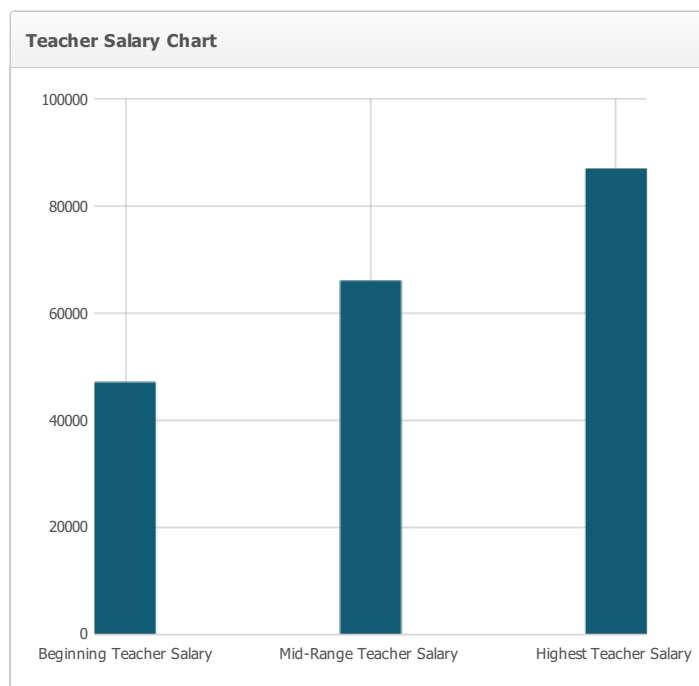
La Honda Elementary provides a variety of extra academic support and enrichment programs such as: Academic Center, reading intervention, instruction assistants, cross-grade level learning opportunities, community volunteer reading club, weekly science consultant, hands-on outside agriculture/science, Food Lab/Garden, after school activities (art, yoga, sports, etc.)

Last updated: 2/2/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,001	\$41,164
Mid-Range Teacher Salary	\$65,943	\$61,818
Highest Teacher Salary	\$86,850	\$84,567
Average Principal Salary (Elementary)	\$96,105	\$96,125
Average Principal Salary (Middle)	\$	\$103,336
Average Principal Salary (High)	\$96,105	\$101,955
Superintendent Salary	\$114,842	\$126,855
Percent of Budget for Teacher Salaries	35.0%	32.0%
Percent of Budget for Administrative Salaries	9.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/2/2018

Professional Development

Professional growth is a key area of focus at La Honda Elementary. Three full-day Staff Development opportunities occur throughout the school year. In 2017-2018 these three days are focused on district-wide collaboration, school climate and LCAP. In addition to Staff Developments days, we have bi-weekly district-wide professional development meetings where teachers from both elementary schools come together to learn and collaborate. Our focus in 2016-2017 was Reading Workshop and 2017-2018 is focusing on mathematics. Teachers are also provided with four full-day teacher work days. Bi-weekly site meetings are held for site specific professional development needs and are supported by on site instructional coaching. 2017-2018 is also a year that we are taking inventory of our shared professional capital and we are identifying areas of expertise and areas of further focus. Teachers are also encouraged and provided with opportunities to attend outside professional development, such as Teachers College Reading and Writing Institutes and Museum of Tolerance.

Last updated: 2/2/2018