

La Honda Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/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).

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 are welcome to contact me directly. Liz Morgan (lmorgan@lhpsd.com)

Contact

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

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	La Honda-Pescadero Unified
Phone Number	(650) 879-0286
Superintendent	Amy Wooliever
E-mail Address	amyw@lhpUSD.com
Web Site	www.lhpUSD.com

School Contact Information (School Year 2018—19)	
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
Web Site	www.lhpUSD.com
County-District-School (CDS) Code	41689406044077

Last updated: 2/1/2019

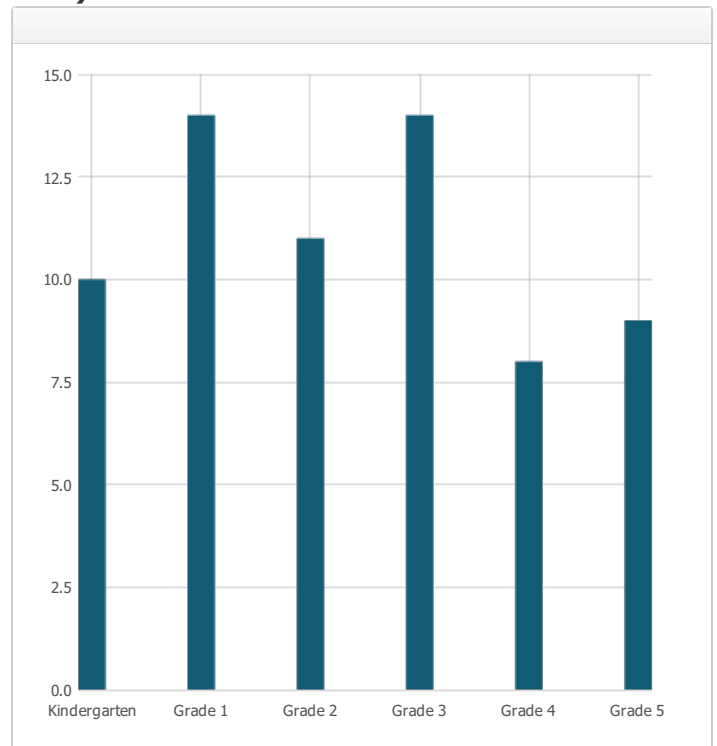
School Description and Mission Statement (School Year 2018—19)

La Honda Elementary is a small, rural TK-5th grade school (and preschool) with approximately 80 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, volunteer 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 large community events. Examples of these include our musical concerts, Halloween Carnival, Book Fair and Talent Show. The school enjoys the support of a strong educational foundation, La Honda Educational Foundation. The foundation funds initiatives and enrichment opportunities for our students. Some of these include Art in Action, assemblies, Makerspace, field trips, school garden and after school programs (yoga and art). We believe in and respect the individuality and intrinsic value of each child and adult connected to our school. 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: 2/1/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	10
Grade 1	14
Grade 2	11
Grade 3	14
Grade 4	8
Grade 5	9
Total Enrollment	66



Last updated: 2/1/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	1.5 %
Hispanic or Latino	13.6 %
Native Hawaiian or Pacific Islander	%
White	81.8 %
Two or More Races	3.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	21.2 %
English Learners	9.1 %
Students with Disabilities	9.1 %
Foster Youth	%

A. Conditions of Learning

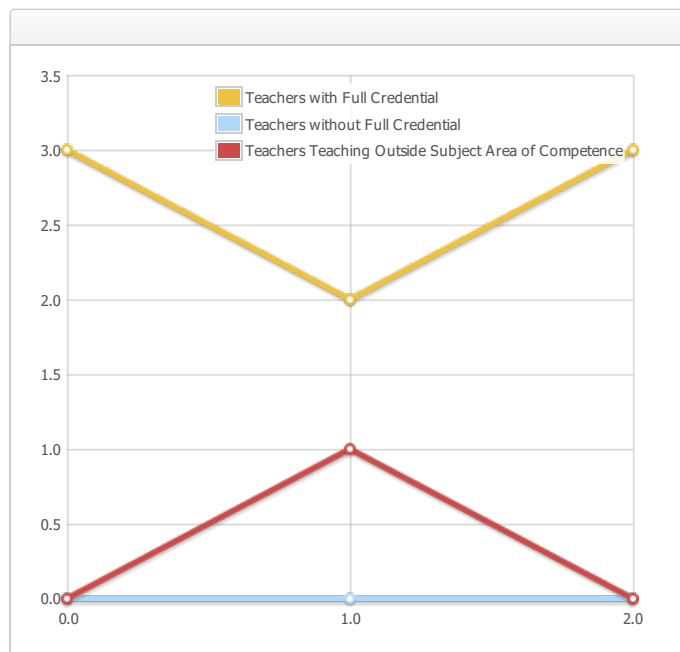
State Priority: Basic

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

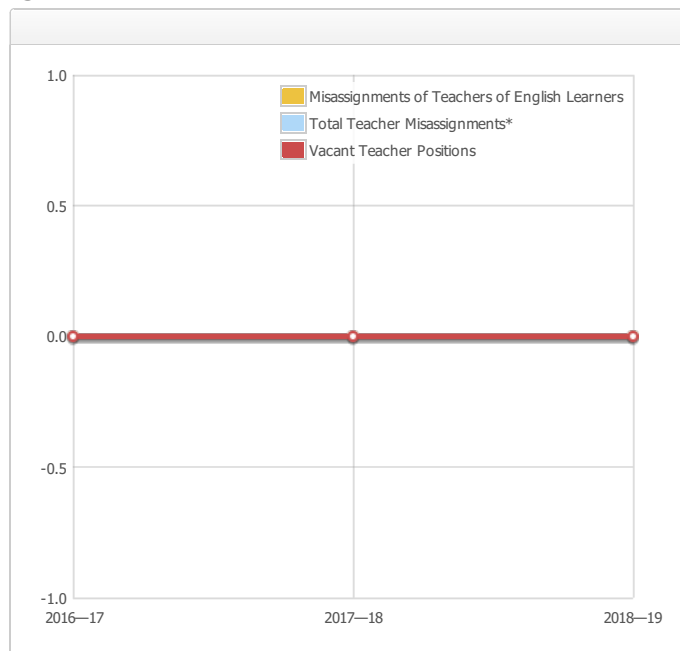
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	3	2	3	24
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	1



Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 2/1/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

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 Fountas and Pinnell (K-5)		0.0 %
Mathematics	Bridges in Mathematics by The Math Learning Center (K-5) Context for Learning by First Hand-Heineman (K-5)		0.0 %
Science	Harcourt Science, California Edition by Harcourt (K-5)		0.0 %
History-Social Science	Harcourt Reflections, California Series by Harcourt (K-5)		0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2019

School Facility Conditions and Planned Improvements

During 2017-2018 preschool students and our TK-5 students were housed in our older upper building (pre modernization) and former lower building. The classrooms were spacious and had many windows. We had, and continue to have, a sufficient number of classrooms, playground space, shared learning spaces and staff spaces. Our custodian monitors school grounds and buildings throughout the day. The custodian cleans on a daily basis and provides assistance for small maintenance needs. The principal is present on campus throughout the day.

We are currently (February 2019) in the final stages of the La Honda Elementary Bond Project. We are now located in our two new buildings. The two new buildings house our Preschool, three elementary classrooms, kitchen and office. Our old upper building was modernized. It contains our staff room, multi-use room/cafeteria and Makerspace. The former lower building is no longer in existence and an outdoor classroom, outdoor kitchen, shade structure and track are in the process of being constructed.

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

Last updated: 2/1/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Exemplary
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Last updated: 2/1/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	52.0%	45.0%	40.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	35.0%	43.0%	27.0%	22.0%	37.0%	38.0%

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.

Last updated: 2/1/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	27	87.10%	51.85%
Male	19	16	84.21%	50.00%
Female	12	11	91.67%	54.55%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	24	21	87.50%	47.62%
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: 2/1/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	28	90.32%	42.86%
Male	19	16	84.21%	56.25%
Female	12	12	100.00%	25.00%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	24	21	87.50%	47.62%
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: 2/1/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/1/2019

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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting 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: 2/1/2019

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 2018—19)

The parents of La Honda Elementary appreciate the importance of education and they value the strong academic program, social and emotional development and enrichment opportunities provided by the school. Our parents, La Honda Educational Foundation 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 and school events. Parents support our annual Book Fair, Halloween Carnival, Lip Sync/Talent Show, field trips, Art in Action and other school activities/events. Parents have many 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 to invite families to explore the content along with their children. We have a strong parent presence and our school community benefits from their active involvement.

State Priority: Pupil Engagement

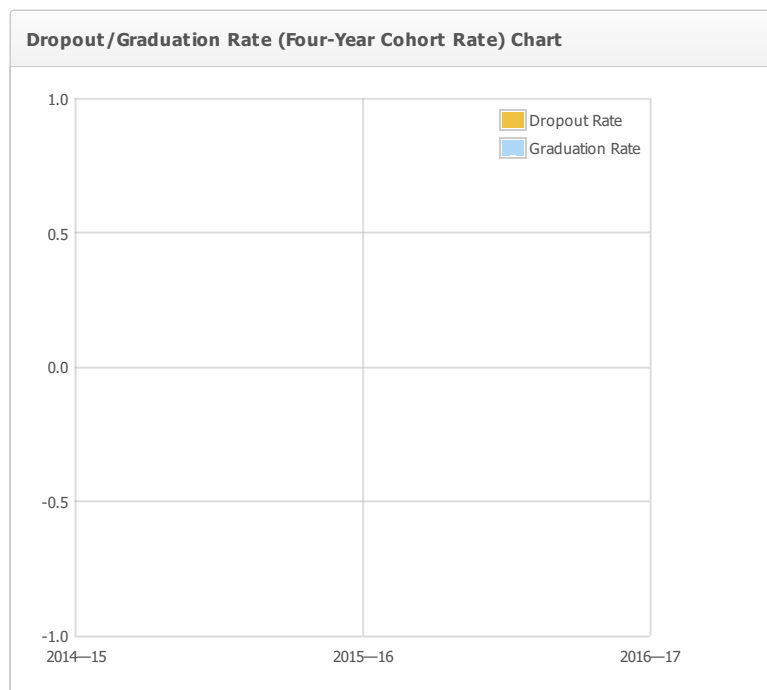
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	12.5%	0.0%	10.7%	9.7%
Graduation Rate	--	--	87.5%	100.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	0.0%	9.1%
Graduation Rate	--	93.8%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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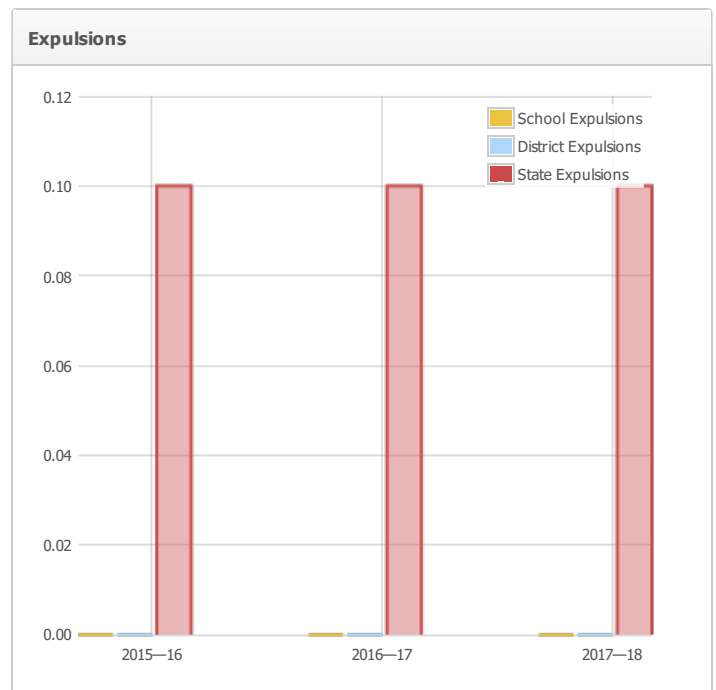
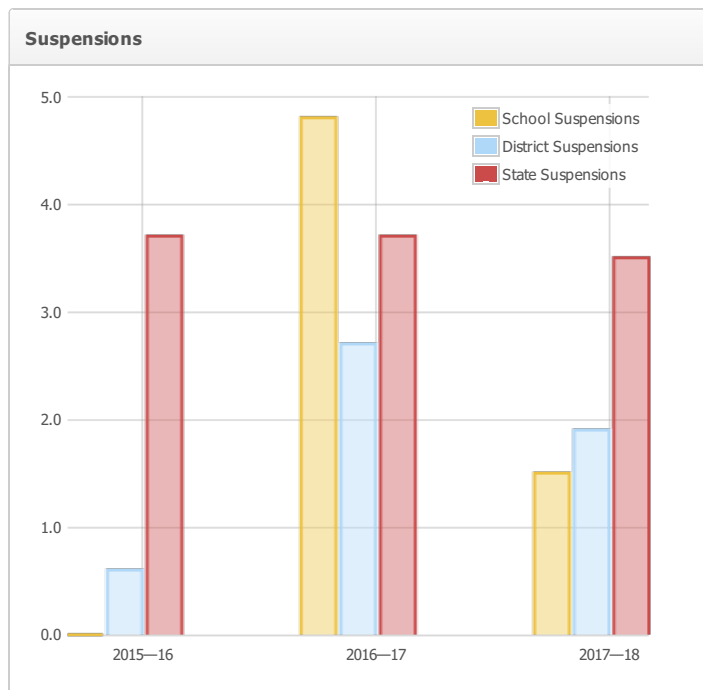
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	4.8%	1.5%	0.6%	2.7%	1.9%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/1/2019

School Safety Plan (School Year 2018—19)

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 pertaining to 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 the following: 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 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 2018. In addition to our safety plan/handbook, The Big Five resources and materials are reviewed, shared and discussed for clarification at the start of each school year and throughout the school year as needed.

Last updated: 2/1/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	7.0	2		
1	13.0	1		
2	10.0	1		
3	9.0	1		
4	11.0	1		
5	9.0	1		
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	10.0	1		
1	7.0	1		
2	13.0	1		
3	8.0	1		
4	9.0	1		
5	9.0	1		
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	5.0	2		
1	14.0	1		
2	11.0	1		
3	14.0	1		
4	8.0	1		
5	9.0	1		
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 2/1/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

	Expenditures Per Pupil	Expenditures Per Pupil

Level	Total Expenditures Per Pupil	(Restricted)	(Unrestricted)	Average Teacher Salary
School Site	\$11255.4	\$1270.2	\$9985.2	\$64128.6
District	N/A	N/A	\$12679.3	\$64846.0
Percent Difference – School Site and District	N/A	N/A	21.0%	1.0%
State	N/A	N/A	\$7125.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	40.0%	1.0%

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

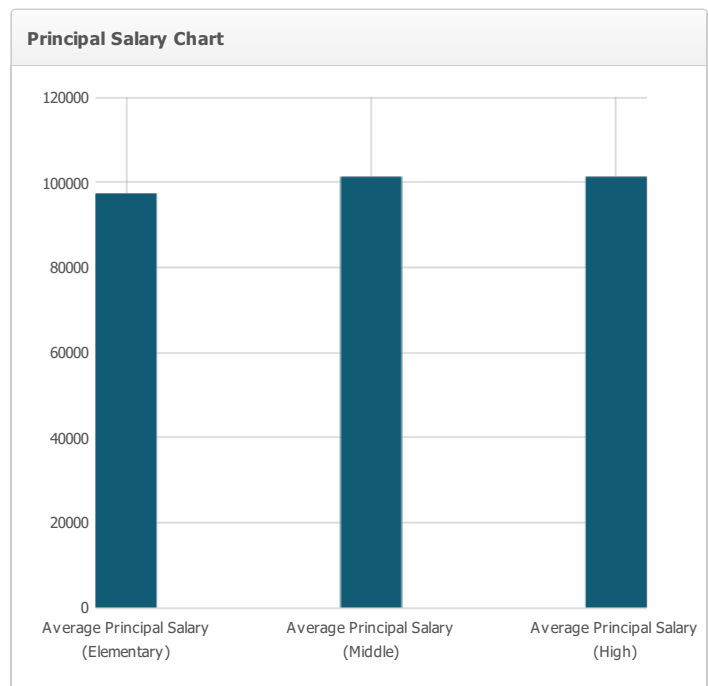
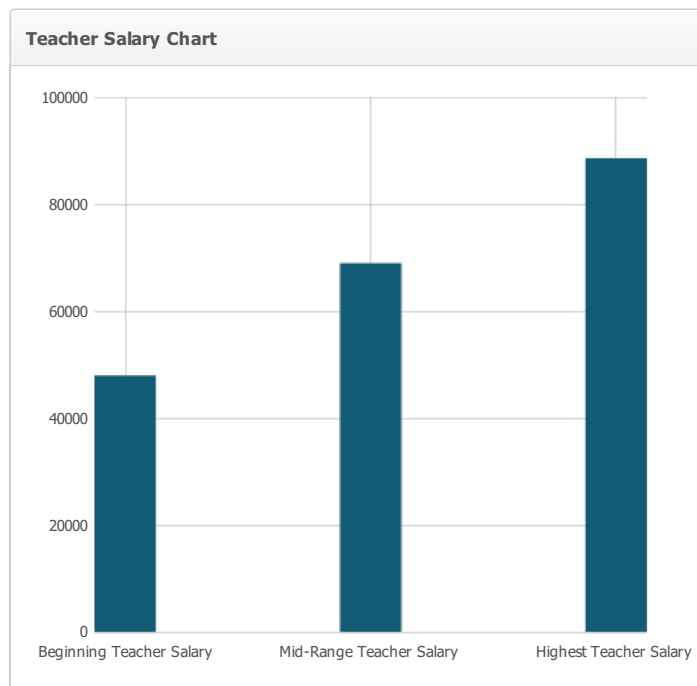
La Honda Elementary provides a variety of extra academic support and enrichment programs such as: Academic Center, reading intervention, instructional assistants, cross-grade level learning opportunities, community volunteer reading club, weekly science consultant, hands-on agriculture/science, Food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

Last updated: 2/1/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,941	\$42,990
Mid-Range Teacher Salary	\$68,940	\$61,614
Highest Teacher Salary	\$88,587	\$85,083
Average Principal Salary (Elementary)	\$97,355	\$100,802
Average Principal Salary (Middle)	\$101,283	\$105,404
Average Principal Salary (High)	\$101,283	\$106,243
Superintendent Salary	\$114,842	\$132,653
Percent of Budget for Teacher Salaries	34.0%	30.0%
Percent of Budget for Administrative Salaries	9.0%	6.0%

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



Last updated: 2/1/2019

Professional Development

Professional growth is a key area of focus at La Honda Elementary and throughout the La Honda-Pescadero Unified School District. Our focus in 2016-2017 was Reading Workshop and our focus in 2017-2018 was on mathematics and school climate.

Three full day Staff Development opportunities occur throughout each school year. In 2017-2018 these three days are focused on district-wide collaboration, school climate and LCAP. In addition to the 2017-2018 Staff Development days, we had bi-weekly district-wide professional development meetings where teachers from both elementary schools came together to learn and collaborate.

Our three Staff Development Days in 2018-2019 are focusing on school climate, equity and understanding trauma. Our 2018-2019 weekly professional development schedule is following a three week cycle: site meeting, reflecting on mathematics (IC Maps) and collaboration.

Each year teachers are provided with four full-day teacher work days. Site meetings are held for site specific professional development needs and are supported by on-site instructional coaching.

In 2016-2017, teachers were provided with opportunities to attend Teachers College Reading and Writing Institutes. In 2017-2018 and 2018-2019 we have continued with the Teachers College opportunity. Additionally, teachers have been provided the opportunity to attend the Museum of Tolerance, GLAD training and school climate/equity seminars. Teachers are also empowered to bring professional development requests to the administration in support of their continued growth and learning.

We continue to build the professional capacity of our teachers, and other staff, to provide a positive, strong learning environment for our students, staff and school community.

Last updated: 2/1/2019