

Laton Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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.

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Laton Elementary School
Street	6065 Latonia
City, State, Zip	Laton, CA 93242
Phone Number	(559) 922-4030
Principal	Dennis DuCharme
E-mail Address	dducharme@latonunified.org
Web Site	www.latonunified.org
CDS Code	10622816006902

District Contact Information	
District Name	Laton Joint Unified
Phone Number	(559) 922-4015
Superintendent	Victor M. Villar
E-mail Address	vvillar@latonunified.org
Web Site	www.latonunified.org

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

Laton Unified School District

MISSION STATEMENT

The Laton Unified School District is committed to provide quality educational opportunities and support services, for all students to reach their highest learning potential, in a safe, caring, nurturing environment consistent with the limitations of the District's financial and human resources.

Laton Elementary School

MISSION STATEMENT

All students will receive a sound secure cooperative student centered education. The dignity and worth of every individual will be recognized. Students will be encouraged to develop to their highest potential and to attain the skills, knowledge, and the attitude necessary to become productive human beings and to meet all state and district curriculum standards necessary to insure academic success.

SCHOOL VISION STATEMENT

- Require each student to master basic learning skills;
- Engage each student in work that requires mastery of higher order thinking and problem-solving skill;
- Enhance the character development and interpersonal skills of each student; and
- Encourage parents to actively participate in their child's learning experiences.

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

Grade Level	Number of Students
Kindergarten	62
Grade 1	64
Grade 2	59
Grade 3	56
Grade 4	60
Grade 5	55
Total Enrollment	356

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.0
Asian	0.6
Filipino	0.0
Hispanic or Latino	80.1
Native Hawaiian or Pacific Islander	0.0
White	13.5
Socioeconomically Disadvantaged	86.0
English Learners	49.7
Students with Disabilities	13.2
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	18	18	17	35
Without Full Credential	3	3	2	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	1	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 2018-19)

Year and month in which data were collected: September 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders/Maravillas / 2016-2017	Yes	0
Mathematics	McGrwa Hill My Math / 2015-2016	Yes	0
Science	California Science (K-5) Houghton Mifflin	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	McGraw Hill Impact / 2018-2019	Yes	0
Health	Spark PE / 2018-2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

In regards to the current conditions and any planned improvements Laton Elementary School will receive general routine maintenance and meet the basic requirements for sustaining health and safety for all staff, students and the community. The maintenance department is provided weekly reports of noted concerns and as a result will make any repairs or changes necessary to allow for the preservation of a safe and orderly environment.

During the next two (2) years Laton Elementary will undergo a large renovation. The District was successful in securing a school Bond (Measure B) which will allow for funding to build a multi-purpose facility. This project is aligned with the Districts Master Plan and the goal is to have this project completed according to timelines agreed upon by all stakeholders.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Light covers missing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Loose electrical outlets
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 Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	23.0	24.0	29.0	23.0	48.0	50.0
Mathematics (grades 3-8 and 11)	21.0	14.0	20.0	10.0	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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	172	161	93.60	23.60
Male	82	79	96.34	25.32
Female	90	82	91.11	21.95
Black or African American	--	--	--	--
Hispanic or Latino	135	129	95.56	20.93
White	21	19	90.48	52.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	139	94.56	19.42
English Learners	93	89	95.70	15.73
Students with Disabilities	34	34	100.00	0.00
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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	172	170	98.84	13.61
Male	82	81	98.78	16.05
Female	90	89	98.89	11.36
Black or African American	--	--	--	--
Hispanic or Latino	135	134	99.26	10.45
White	21	20	95.24	40
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	145	98.64	9.66
English Learners	93	93	100	10.75
Students with Disabilities	34	34	100	2.94
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.

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 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.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8	37.7	20.8

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.

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 focus of parent involvement will be on creating cohesive relationship between parents ,students, and teachers to collaborate in guiding our goals and mission for the school site. The main goal will be to improve home to school communication and build parental awareness in helping to make decisions to guide our school towards high academic and social-emotional success for all students. We will invite parents and the community to be involved in various activities such as Back to School Night, Dia de los Muertos, Halloween Parade, Native American Appreciation Day, Las Posadas, Fall Carnival, Book Fair, Parent Workshops, and other events. Parents will be contacted through notices and phone dialer communications to inform parents of upcoming events as well as posting information on the school marquee and the school calendar.

Training for parents will include Powerschool, Anti-Bullying, Internet Safety, A-G Requirements, and supporting their child school.

Laton Elementary School has an active Parent Club that meets regularly to support our school by raising funds through various activities.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1	4.7	1.8	0.0	6.8	6.8	3.7	3.7	3.5
Expulsions	1	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Laton Elementary School, has established policies and procedures that are continually being updated to meet state requirements to guarantee maintenance of a safe, healthful, orderly campus that promotes a positive attitudes and a sense of pride in school and community. Earthquake, fire drills, and lockdown procedures are scheduled on a regular basis and staff members have been instructed on best practices for student safety.

As a continuing effort to ensure school safety, Laton Unified School District has expanded partnerships with local enforcement offices and provide private security on all of our school campus'. Additionally, the plan will meet the requirements of Assembly Bill 1747 which requires schools to consult with "other first responders." The District's plan will focus on procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school related functions.

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)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	3		21	1	3		16	4		
1	18	3			20	2	1		21	2	1	
2	20	2	1		19	3			20	3		
3	18	3			20	2	1		19	2	1	
4	17	3			18	3			20	1	2	
5	29		2		14	3			18	2	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.50	340
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.50	N/A
Psychologist	.33	N/A
Social Worker	0	N/A
Nurse	.50	N/A
Speech/Language/Hearing Specialist	.33	N/A
Resource Specialist (non-teaching)	2.0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6554	1104	5450	61,223
District	N/A	N/A	10481	\$54,129
Percent Difference: School Site and District	N/A	N/A	-63.2	12.3
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	-26.6	-3.8

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 (Fiscal Year 2017-18)

- Title I Part A – Basic Grants Law Income and Neglected
- Migrant
- Special Education
- Title IIA – Improving Teacher Quality
- Title III – Limited English Proficient Students
- Title VI – Rural and Low-Income Schools
- LCFF - Local Control Funding Formula

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,717	\$42,990
Mid-Range Teacher Salary	\$62,281	\$61,614
Highest Teacher Salary	\$87,127	\$85,083
Average Principal Salary (Elementary)	\$94,966	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$94,917	\$106,243
Superintendent Salary	\$115,500	\$132,653
Percent of Budget for Teacher Salaries	26.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Teachers and support staff will play a vital role in helping students achieve California Content Standards. Throughout the school year, professional development will be offered to enhance staff knowledge in delivering research based classroom instructional strategies. Professional development will occur through grade level curriculum writing and district wide professional learning sessions. Specific training that will take place throughout the school year include: Common Core Implementation training in the area of Math and ELA, curriculum writing, promethean board leveled training, web page building, and enhancing creativity in students through classroom instruction.