

LaVerne Elementary Preparatory Academy

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.



Debbie Ann Tarver, Director

Principal, LaVerne Elementary Preparatory Academy

About Our School

Greetings.

It has long been my goal to create a school where every student feels valued, cared for, and safe. Our entire staff, from Custodians, Proctors, and Instructional assistants are carefully selected and trained in order that our scholars and their families feel at home and comfortable. This allows us to get to the business of educating children.

The ultimate goal of our educational model is to prepare scholars to leave the school with the ability to continue learning on their own. At LEPA the staff seeks to foster excitement in children toward gaining new information which is meaningful to them. The Classical Model develops the ability in scholars to make informed choices and to be able to express the reasoning behind those choices in a concise way. And it teaches scholars how to learn, so that once out from under the protective arm of their educators, they are confident enough to seek out new information and make sense of it on their own.

Our teachers strive to make learning fun, innovative, and relevant. The scholars are taught real-life applications for what they are learning. This demonstrates to scholars that what they are learning now, they can use throughout their lives. Teachers and other adults who come for "Career Day" express to scholars that no matter what occupation they choose, they will continue to learn new things.

It is our belief that self-motivated learners are created when students find purpose in what they are learning, have the opportunity to master content, and have a sense of independence. The practices of connecting to the scholar's previous knowledge and real-life application provide them with a purpose for learning. Hands-on projects and student-centered instruction provide for individuality and autonomy, and allow scholars to practice new skills in a low-stress manner, which leads to mastery.

We feel that competent learners are those who have been taught to set goals for themselves and make a plan to achieve those goals. Teachers guide scholars down the path to success giving assistance whenever necessary. Given time to reflect on what they have learned, these scholars take ownership of their education spurring them on to have the ability and desire to continue learning for the rest of their lives.

And finally, life-long learners are self-motivated and competent. Their education has moved beyond simply grasping a certain set of skills, to actually knowing how to learn. By making content relevant, guiding them to competency, and causing scholars to participate in their own learning. At LaVerne Elementary Preparatory Academy we have made it our primary mission to help students develop a life-long love of learning.

Contact

*LaVerne Elementary Preparatory Academy
7280 Oxford Ave.
Hesperia, CA 92345-8732*

*Phone: 760-948-4333
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About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Hesperia Unified
Phone Number	(760) 244-4411
Superintendent	David Olney
E-mail Address	david.olney@hesperiausd.org
Web Site	www.hesperiausd.org

School Contact Information (School Year 2017-18)	
School Name	LaVerne Elementary Preparatory Academy
Street	7280 Oxford Ave.
City, State, Zip	Hesperia, Ca, 92345-8732
Phone Number	760-948-4333
Principal	Debbie Ann Tarver, Director
E-mail Address	debbie.tarver@lepacademy.com
Web Site	http://lepacademy.com
County-District-School (CDS) Code	36750440118059

Last updated: 1/10/2018

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

The Mission of La Verne Elementary Preparatory Academy is to provide an innovative, classical educational program that will enable all scholars to learn skills, acquire knowledge, apply wisdom and develop character within a rich, diverse, and nurturing learning environment.

LEPA's goal is to provide an education for scholars that follows the Classical Model and addresses the whole child. Scholars will be encouraged to perform to their personal best in all activities and will be recognized for their individual efforts. Technology, curriculum, and homework will be adjusted to meet the needs of all scholars, from those who are struggling to those who excel and need greater challenges.

Scholars' ethnic and cultural backgrounds will be recognized and appreciated. They will be encouraged to understand the individual differences in traditions and cultures of their peers and the global community. Teaching staff will commit themselves to guiding English Language Learners and offering them substantial support to help them gain proficiency in Math and Language Arts.

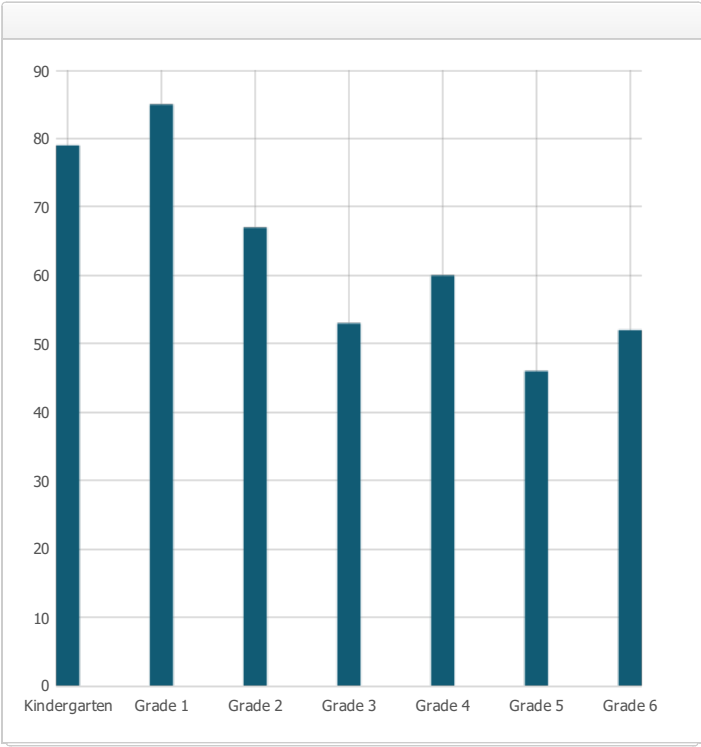
Parents are kept advised of what their scholars are learning through monthly newsletters and will be notified of their child's progress.

LEPA scholars will leave the school with the appropriate academic and social skills necessary to integrate into higher levels of education and to become a productive part of their community.

Last updated: 1/11/2018

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

Grade Level	Number of Students
Kindergarten	79
Grade 1	85
Grade 2	67
Grade 3	53
Grade 4	60
Grade 5	46
Grade 6	52
Total Enrollment	442



Last updated: 1/10/2018

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

Student Group	Percent of Total Enrollment
Black or African American	4.3 %
American Indian or Alaska Native	0.2 %
Asian	1.8 %
Filipino	0.7 %
Hispanic or Latino	68.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	21.5 %
Two or More Races	2.5 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	61.1 %
English Learners	17.6 %
Students with Disabilities	4.1 %
Foster Youth	0.5 %

Last updated: 1/10/2018

A. Conditions of Learning

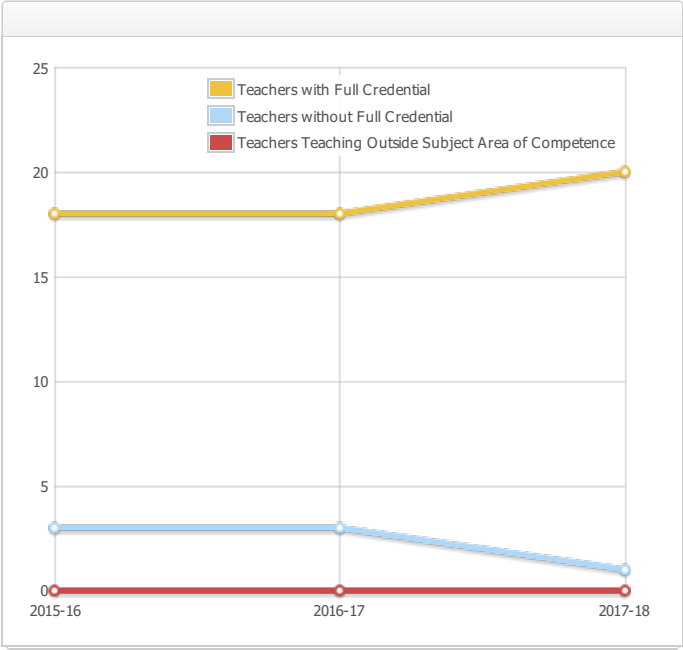
State Priority: Basic

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

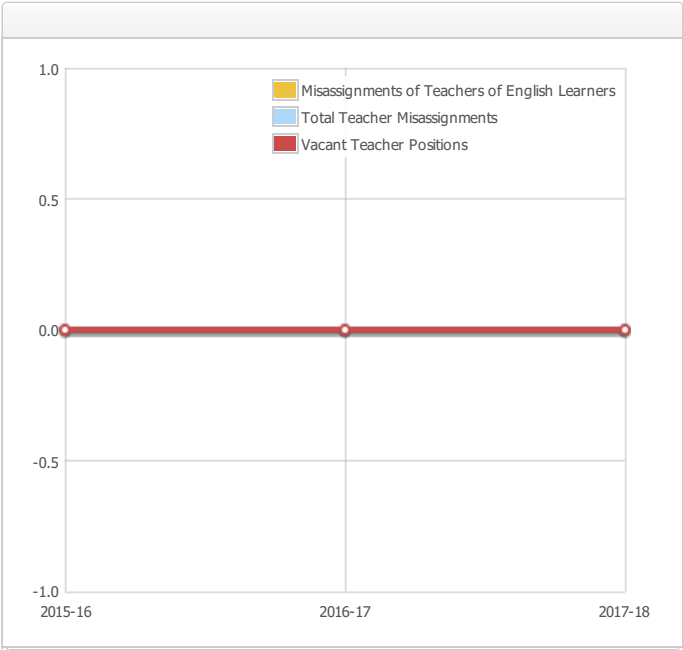
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	18	20	
Without Full Credential	3	3	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/10/2018

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: 1/10/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures Reading Program	Yes	0.0 %
Mathematics	Envision Mathematics	Yes	0.0 %
Science	Bring Science Alive!	Yes	0.0 %
History-Social Science	History Alive!	Yes	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: 1/10/2018

School Facility Conditions and Planned Improvements

The School's facility is maintained by the District.

Last updated: 1/10/2018

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)	49%	54%	34%	33%	48%	48%
Mathematics (grades 3-8 and 11)	39%	54%	21%	21%	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: 1/11/2018

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	212	209	98.58%	53.59%
Male	95	95	100.00%	51.58%
Female	117	114	97.44%	55.26%
Black or African American			100.00%	45.45%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	146	144	98.63%	46.53%
Native Hawaiian or Pacific Islander				
White	46	45	97.83%	71.11%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	141	139	98.58%	46.04%
English Learners	55	53	96.36%	39.62%
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: 1/11/2018

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	212	209	98.58%	53.59%
Male	95	95	100.00%	51.58%
Female	117	114	97.44%	55.26%
Black or African American			100.00%	36.36%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	146	144	98.63%	51.39%
Native Hawaiian or Pacific Islander				
White	46	45	97.83%	60.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	141	139	98.58%	50.36%
English Learners	55	53	96.36%	47.17%
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: 1/11/2018

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)	83.0%	65.0%	36.0%	33.0%	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: 1/11/2018

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	15.2%	21.7%	15.2%

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: 1/11/2018

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)

LaVerne Elementary Preparatory Academy believes that the connection between home and school is invaluable. Parents are encouraged to volunteer and be involved in school activities and their scholar's education. Parents are offered opportunities to serve on several different committees. For example, some parents serve on the Fundraising Committee, our Holiday Store committee, and on a committee for our annual Harvest Festival, just to name a few.

Many parents also volunteer their time on campus in classrooms, helping teachers and performing a variety of tasks. Some teachers select to have volunteers assist with class parties and any other work agreed upon by the volunteer and the classroom teacher.

Parents also participate in the WASC focus group and on the School Board as well.

State Priority: Pupil Engagement

Last updated: 1/11/2018

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

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

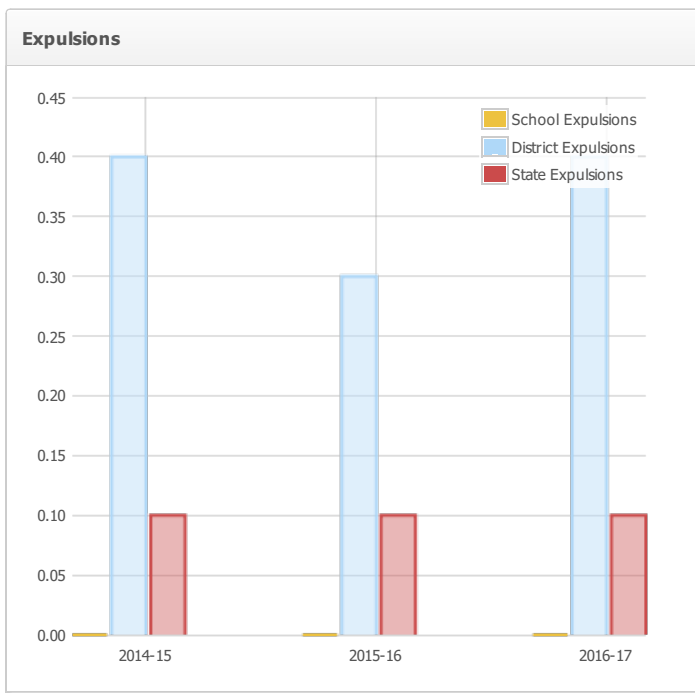
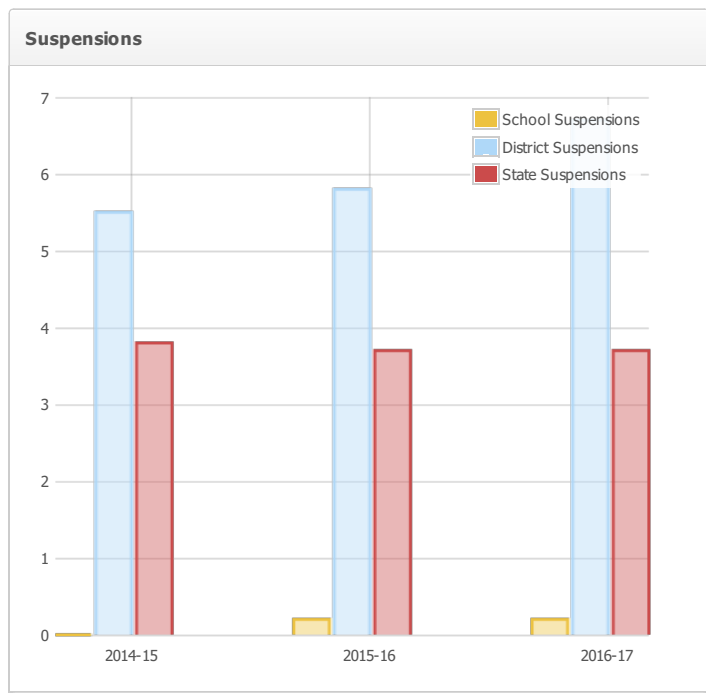
State Priority: School Climate

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	0.0%	0.2%	0.2%	5.5%	5.8%	6.7%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.4%	0.3%	0.4%	0.1%	0.1%	0.1%



Last updated: 1/11/2018

School Safety Plan (School Year 2017-18)

At LEPA we believe that well-developed policies and a plan of action, combined with well-trained staff will serve to alleviate much of the stress related to emergency situations. By being prepared for incidents, this will give scholars and staff peace of mind and will allow parents to feel even more secure leaving their children in our care. This will, in turn, allow all stakeholders to focus on the academic process.

Description of Activity, Leadership, Tools, and Timeline

- March 2017 - The School Safety Committee met to discuss and agree upon a list of the roles of all staff members, including teachers.
- The committee reviewed current policies and procedures and agreed upon changes which needed to be implemented or clarified.
- An updated safety policy handbook was distributed to all staff.
- Emergency practice drills were coordinated with the adjoining school and carried out.
- Administration annually reviews staff files and notifies any staff of upcoming renewal status for CPR and First Aid Certification.
- The Safety Committee will meet again in May 2018 to plan and schedule employee safety training for the upcoming school year.

Our Safety Plan covers the following topics: Duty to report child abuse or neglect, disaster procedures and evacuation plans, bomb threat procedures, how to complete Incident/Accident forms, and a list of emergency contact phone numbers.

Staff members are also provided with the following: a copy of Suspected Child Abuse form and Guidelines for School Safety Procedures which covers topics such as Health and Safety, Electronic Office Equipment Safety, Universal Precautions, First Aid reference, CPR guide, and the use of EPI-Pens.

Schoolwide Safety Objectives:

Objective 1: Students and staff will be trained in a variety of emergencies, and respond appropriately to them. Staff will communicate to parents/guardians the procedures should a disaster occur.

Objective 2: Maintain staff CPR/First Aid Training and Certification

Objective 3: Devise solutions to eliminate or reduce safety hazards to students in the drive through lot and on Oxford Avenue and increase traffic flow efficiency.

Objective 4: Provide for the continued safety of students walking across the street and monitoring/securing the safety of students while playing at the park.

Last updated: 1/11/2018

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	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	80.0%

Last updated: 1/11/2018

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	23.0	1	3	0	23.0	1	3	0	20.0	2	2	0
1	20.0	2	1	0	23.0	0	3	0	21.0	1	3	0
2	23.0	0	3	0	19.0	3	0	0	22.0	1	2	0
3	22.0	0	3	0	22.0	0	3	0	18.0	3	0	0
4	22.0	0	3	0	20.0	2	1	0	20.0	2	1	0
5	20.0	2	1	0	23.0	0	2	0	23.0	0	2	0
6	20.0	2	0	0	22.0	0	3	0	26.0	0	2	0
Other	0.0	0	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: 1/11/2018

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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.0	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: 1/16/2018

Types of Services Funded (Fiscal Year 2016-17)

LaVerne Elementary Preparatory Academy has never been in Program Improvement. We do provide pull-out reading groups for scholars who are struggling. These groups use the Soar to Success program to enhance scholars' reading and comprehension skills. Our scholars also participate in a number of support activities such as Speech Therapy and Counseling as needed. Additionally, we offer an extended day for our scholars three days each week during which their teachers are available to assist with homework and give additional support.

Scholars are provided with instruction in all subjects, and for those scholars who are low achieving, specific focus will be directed in reading, a gatekeeper subject. The reading program is part of a comprehensive and balanced Reading/English language arts program consisting of whole language, phonics, grammar, spelling, writing, and narrative and expository reading.

A precursor of instruction and an on-going component is diagnosis and assessment. All scholars undergo diagnostic testing using instruments such as the GatesMacGinitie Reading Test and other instruments. Since these instruments provide information such as skills and abilities related to literacy concepts, oral language, letter and letter/sound correspondence, listening comprehension, word decoding, comprehension, and word knowledge, teachers will have detailed information of deficits. Consequently, teachers provide small group instruction designed to address deficits and build skills that promote reading achievement. Small and large group instruction is used to accelerate scholars so that they gain competency at higher reading levels. Furthermore, the Scholastic Reading Inventory is used to determine Lexile levels for each child. These data sources allow teachers to select text materials at levels where scholars reading at lower levels can be successful. Teachers can also strategically select appropriately challenging materials that push scholars toward more advanced skills without being overly difficult and frustrating scholars. The overall approach to helping lower level reading scholars are to assess, provide focused instruction, reassess, remediation as needed, and challenge scholars toward advanced proficiency.

Last updated: 1/11/2018

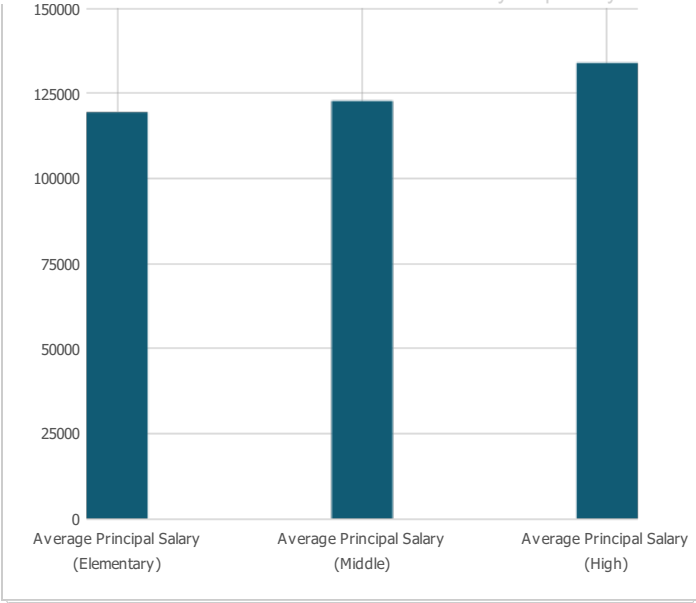
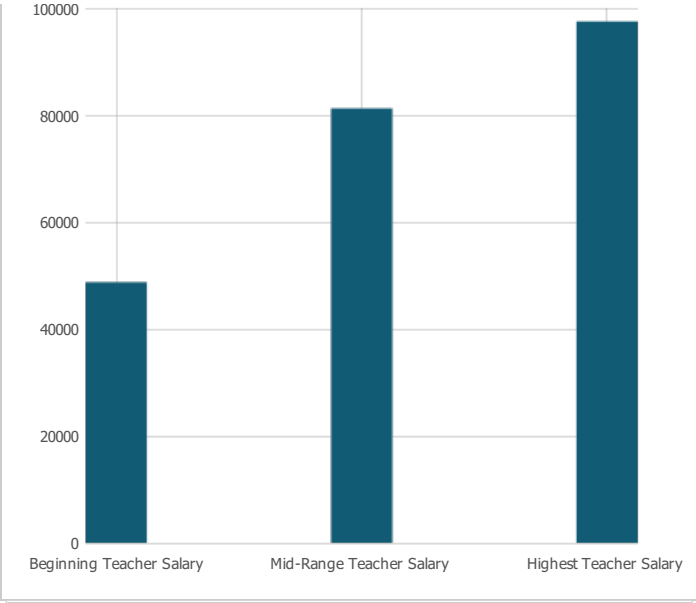
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,748	\$47,808
Mid-Range Teacher Salary	\$81,246	\$73,555
Highest Teacher Salary	\$97,496	\$95,850
Average Principal Salary (Elementary)	\$119,424	\$120,448
Average Principal Salary (Middle)	\$122,727	\$125,592
Average Principal Salary (High)	\$133,904	\$138,175
Superintendent Salary	\$195,170	\$264,457
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/11/2018

Professional Development

Each year staff development opportunities are presented. These trainings are offered by outside groups, as well as, staff within the school.

In 2015-2016, 2016-2017, and 2017-2018 some of the trainings that were offered are:

- CCSA yearly conference
- CSDC conference
- WASC trainings for renewal
- Common Core State Standards trainings
- Treasures Reading Program
- Guided Reading
- Common Core Vocabulary
- Curriculum Mapping
- Schoolwide Assessments
- Aeries
- Moodle technology training
- Saxon Math or Envision Math
- "I Teach" conference
- BTSA workshops, training, and mentor support meetings
- IEP/504/SST/RTI Process
- Supporting English Language Learners
- Supporting Low Socio-Economic Learners
- Mental Health & First Aid
- Classroom Management & Techniques
- Understanding & Supporting Children from Adverse Backgrounds
- PBIS
- CAASPP

All professional development opportunities are paid for by LEPA so that teachers can attend without the stress of financial burden. Often teachers carpool to save on transportation costs. Materials for the trainings are also provided by the school which makes these opportunities more convenient for staff. In addition to the trainings offered by outside groups, many teachers use their own trainings and experiences to create staff development for the other teachers. Teachers help other teachers learn about new programs and ideas they gain from conferences and trainings.

Professional development topics are based on CAASPP achievement data in ELA and math and student progress in classroom instruction. Professional development is delivered after school in staff meetings, in grade level meetings and during staff orientation. To ensure the effectiveness of the professional development offered, administration conducts informal and formal observations in classrooms, provides in-class coaching, and analyzes student performance on a quarterly basis using benchmark assessment results. This school year we have also added a mentor teacher to help coach teachers as needed.

Last updated: 1/11/2018