

LaVerne Elementary Preparatory Academy

School Accountability Report Card Reported Using Data from the 2018—19 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.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Hesperia Unified
Phone Number	(760) 244-4411
Superintendent	David Olney
Email Address	david.olney@hesperiausd.org
Website	www.hesperiausd.org

School Contact Information (School Year 2019—20)	
School Name	LaVerne Elementary Preparatory Academy
Street	7280 Oxford Ave.
City, State, Zip	Hesperia, Ca, 92345-8732
Phone Number	760-948-4333
Principal	Debra Tarver, CEO
Email Address	debbie.tarver@lepacademy.com
County-District-School (CDS) Code	36750440118059

Last updated: 1/31/2020

School Description and Mission Statement (School Year 2019—20)

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.

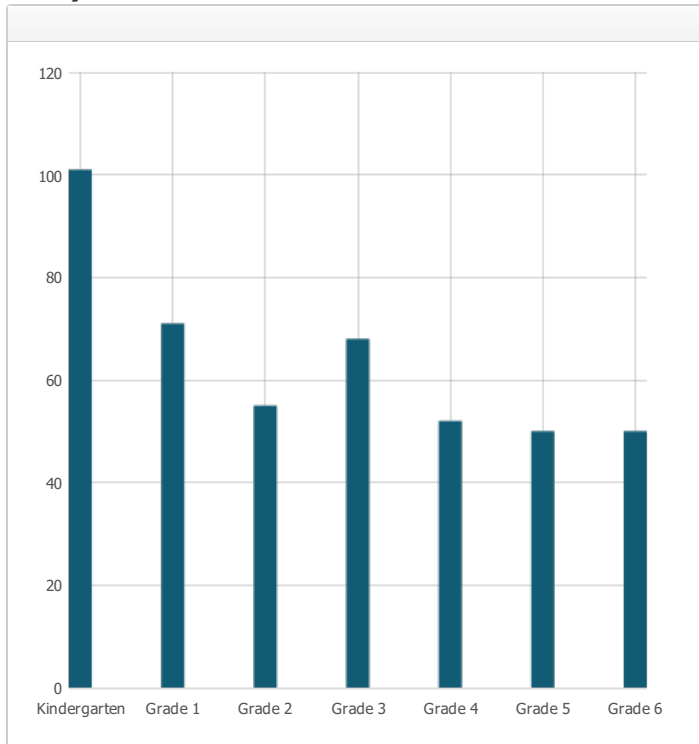
Parents are kept advised of what their scholars are learning through monthly newsletters and will be notified of their child’s progress.

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: 1/29/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	101
Grade 1	71
Grade 2	55
Grade 3	68
Grade 4	52
Grade 5	50
Grade 6	50
Total Enrollment	447



Last updated: 1/29/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.70 %
American Indian or Alaska Native	0.20 %
Asian	1.30 %
Filipino	0.90 %
Hispanic or Latino	74.00 %
Native Hawaiian or Pacific Islander	%
White	19.50 %
Two or More Races	1.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.30 %
English Learners	23.70 %
Students with Disabilities	4.30 %
Foster Youth	0.20 %
Homeless	%

A. Conditions of Learning

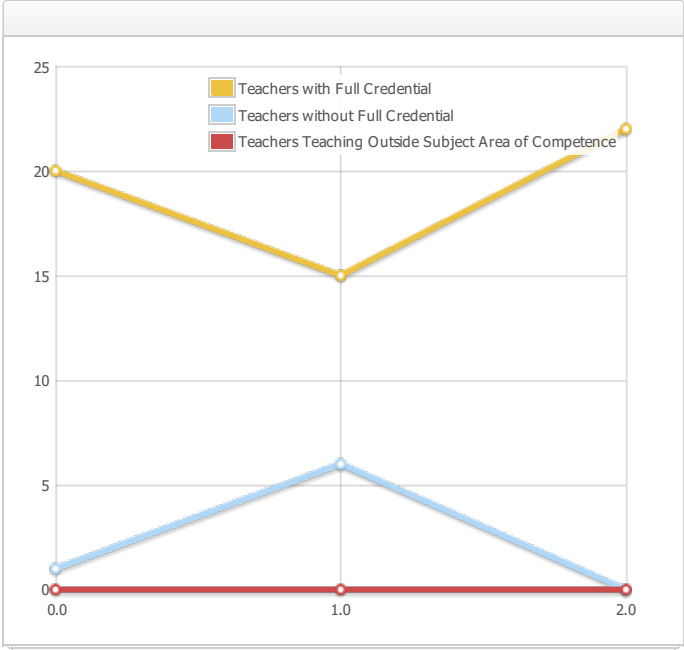
State Priority: Basic

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

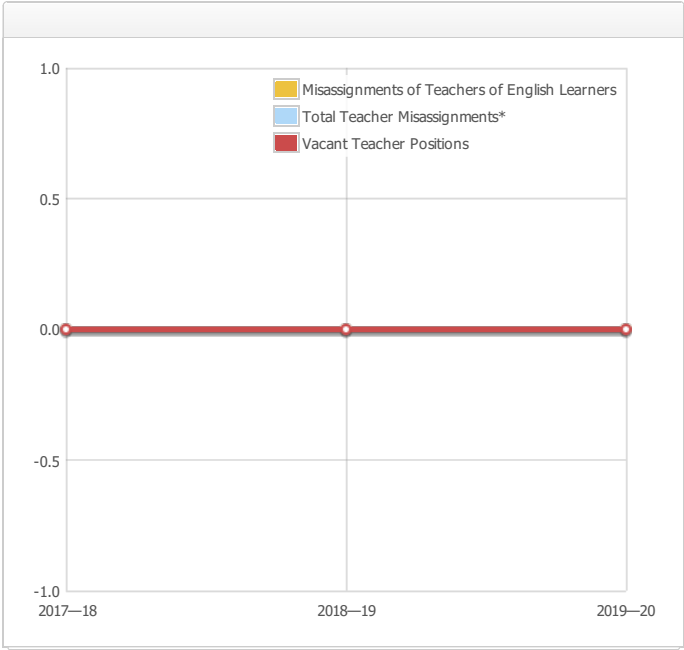
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	20	15	22	
Without Full Credential	1	6	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/29/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Reading Program	Yes	0.00 %
Mathematics	Envision Mathematics	Yes	0.00 %
Science	Bring Science Alive!	Yes	0.00 %
History-Social Science	History Alive!	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
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: 1/29/2020

School Facility Conditions and Planned Improvements

The School's facility is maintained by Heseperia Unified School District.

Last updated: 1/29/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	74.0%	69.0%	34.0%	36.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	69.0%	71.0%	22.0%	24.0%	38.0%	39.0%

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: 1/29/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	220	218	99.09%	0.91%	69.27%
Male	120	119	99.17%	0.83%	65.55%
Female	100	99	99.00%	1.00%	73.74%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	155	154	99.35%	0.65%	66.23%
Native Hawaiian or Pacific Islander					
White	49	48	97.96%	2.04%	77.08%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	147	145	98.64%	1.36%	67.59%
English Learners	66	65	98.48%	1.52%	64.62%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/29/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	220	218	99.09%	0.91%	70.64%
Male	120	119	99.17%	0.83%	74.79%
Female	100	99	99.00%	1.00%	65.66%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	155	154	99.35%	0.65%	68.18%
Native Hawaiian or Pacific Islander					
White	49	48	97.96%	2.04%	72.92%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	147	145	98.64%	1.36%	69.66%
English Learners	66	65	98.48%	1.52%	66.15%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/29/2020

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 2018—19)

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	24.00%	20.00%	20.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/29/2020

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 2019—20)

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 our Holiday Store committee or on a committee for our annual Harvest Festival, just to name a few. LaVerne Elementary Preparatory Academy utilizes several key forms of communication for parents which include the OneCall system, monthly event memos, and our website. 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 or any other work agreed upon by the volunteer and the classroom teacher. Parents also participate in the WASC focus group as well.

State Priority: Pupil Engagement

Last updated: 1/29/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.20%	0.00%	6.70%	6.10%	6.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.40%	0.40%	0.30%	0.10%	0.10%	0.10%

Last updated: 1/29/2020

School Safety Plan (School Year 2019—20)

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 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

July 2019 - 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 at staff orientation.

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 March 2020 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, active shooter trainings, 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 playground.

Last updated: 1/29/2020