

LaVerne Elementary Preparatory Academy
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

Address: 9966 I Ave.
 Hesperia, CA , 92345-
 8732

Principal: Debbie Ann Tarver,
 Director

Phone: (760) 948-4333

Grade TK-6
Span:

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 <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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Debbie Ann Tarver, Director

📍 Principal, LaVerne Elementary Preparatory Academy

Contact

LaVerne Elementary Preparatory Academy
9966 I Ave.
Hesperia, CA 92345-8732

Phone: [\(760\) 948-4333](tel:(760)948-4333)

Email: debbie.tarver@lepacademy.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Hesperia Unified
Phone Number	(760) 244-4411
Superintendent	Olney, David
Email Address	david.olney@hesperiausd.org
Website	www.hesperiausd.org

School Contact Information (School Year 2024–25)

School Name	LaVerne Elementary Preparatory Academy
Street	9966 I Ave.
City, State, Zip	Hesperia, CA , 92345-8732
Phone Number	(760) 948-4333
Principal	Debbie Ann Tarver, Director
Email Address	debbie.tarver@lepacademy.com
Website	https://lepacademy.com/
Grade Span	TK-6
County-District-School (CDS) Code	36750440118059

School Description and Mission Statement (School Year 2024–25)

LaVerne Elementary Preparatory Academy (LEPA) is a directly funded public charter school, which opened in 2008, serving students in grades TK-6 in the surrounding neighborhood of Hesperia. The goal of LEPA is to prepare students for entrance into college, university, or trade school. Students enrolled at LEPA are equipped with the skills and desire necessary to be self-motivated learners. LEPA recruitment strategies target scholars whose educational needs are not best served in large schools or overcrowded classrooms, who do not perform well on state tests, special education scholars, or scholars whose second language is English. LEPA seeks to enroll student demographics that are reflective of the surrounding community and the Hesperia School District.

Mission

The mission of LaVerne 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.

Vision

Our vision for LaVerne Elementary Preparatory Academy is to equip all scholars, regardless of race, ethnicity, or economic status with the tools they need to be successful students throughout their lives.

We envision that LEPA scholars will become:

Lifelong Learners

Exceeding Expectations

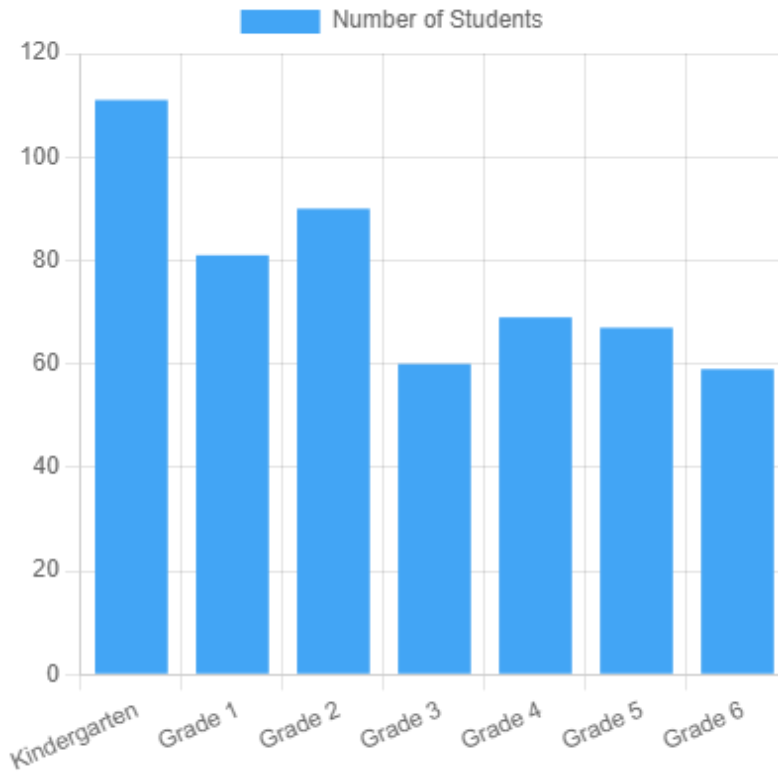
Pursuing Knowledge

Achieving Academic Excellence

We envision a school where the measure of success is a person's ability to respect differences in others, strive for excellence in everything they do, believe in themselves and what they can achieve, and come to the realization that their capacity for learning is never completely realized.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	111
Grade 1	81
Grade 2	90
Grade 3	60
Grade 4	69
Grade 5	67
Grade 6	59
Total Enrollment	537



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	53.40%
Male	46.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.60%
Black or African American	2.60%
Filipino	0.00%
Hispanic or Latino	86.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.20%
White	8.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	20.90%
Foster Youth	0.20%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	71.10%
Students with Disabilities	5.00%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	85.71%	855.70	81.59%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.00	9.52%	19.00	1.81%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.76%	54.00	5.15%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	29.10	2.78%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	90.80	8.66%	18854.30	6.86%
Total Teaching Positions	21.00	100.00%	1048.80	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	79.17%	851.70	79.75%	234405.20	84.00%
Intern Credential Holders Properly Assigned	4.00	16.67%	26.80	2.52%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.17%	50.90	4.77%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	37.50	3.52%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	100.80	9.44%	15831.90	5.67%
Total Teaching Positions	24.00	100.00%	1067.90	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	75.00%	838.80	78.90%	231142.40	83.24%
Intern Credential Holders Properly Assigned	5.00	20.83%	25.40	2.39%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	72.10	6.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.17%	38.00	3.58%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	88.70	8.35%	14303.80	5.15%
Total Teaching Positions	24.00	100.00%	1063.20	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	1.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	1

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.70%	4.1%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.50%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2024–25) Month and Year of Data Collection: July 2024

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/ Language Arts	<p>(TK) Reading & Phonics: Abeka, 2008</p> <p>(K) Reading & Phonics: Abeka, 2008</p> <p>(K-2) Phonics: Houghton Mifflin Harcourt, Saxon Phonics and Spelling, 2008</p> <p>(1-6) Reading: Benchmark Advance, 2019</p> <p>(3-6) ELA: Hake, n/a</p>	<p>Abeka and Saxon are aligned to the state’s standards and frameworks. (Charter approved materials)</p> <p>Benchmark Advance is on the state’s adopted list of curriculum.</p> <p>Hake is aligned to state standards and framework and is being evaluated for adoption in 2026</p>	0%

		under the existing 2014 ELA/ELD Framework. (Charter approved materials)	
Mathematics	<p>(TK) Houghton Mifflin Harcourt, Saxon Math, 2008</p> <p>(K-6) SAVVAS, Envision Math 2.0, 2018</p>	<p>Saxon Math is aligned to the state’s standards and frameworks. (Charter approved materials)</p> <p>SAVVAS Envision Math is on the state’s adopted list of curriculum.</p>	0%
Science	<p>(TK-) Studies Weekly, n/a</p> <p>(K-5) Cengage Learning: Exploring Science, 2024</p> <p>(6) TCI</p>	<p>Studies Weekly is on the state’s adopted list of curriculum.</p> <p>Cengage Exploring Science is aligned to the state’s standards and frameworks. (Charter approved materials)</p> <p>TCI is on the state’s adopted list of curriculum.</p>	0%
History-Social	(TK-2) Studies	Studies Weekly is on	0%

Science	Weekly, n/a (2-6) SAVVAS: My World Interactive, 2024	the state's adopted list of curriculum. SAVVAS is on the state's adopted list of curriculum.	
Foreign Language (for courses offered grades 6-12)	N/A	N/A	N/A
Visual and Performing Arts (K-12)	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

1. Date and month of data collection (based on your most recently completed FIT). Note: Information provided in the narratives should be reflective of the inspection findings.

The most recent inspection took place in October 2024

2. Description of the safety, cleanliness, and adequacy of the school facility.

Safety

Daily inspections of the campus are conducted, and ongoing maintenance ensures school facilities are kept safe, in good working condition, clean, and adequate for the student population. School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and support staff are strategically assigned to designated entrance areas and the playground. During recess, teachers and instructional assistants supervise students to ensure they are moving about the campus safely. Throughout the day, the staff monitors student behavior to ensure they are practicing safe and orderly conduct. Our school is a closed campus. During school hours, only designated persons are allowed on campus. All visitors must sign in at the school's office and wear identification badges while on school grounds. There is a security guard on campus at all times to ensure the safety of the staff, scholars, and parents.

Cleanliness

LEPA maintains a team of custodians who work with site administration and teachers to maintain a clean campus. Day custodians are responsible for classroom, restroom, and general cleaning and maintenance of the school grounds. They also assist with cafeteria setup/cleanup, office area cleaning, and trash removal. In-depth cleaning is done in the evening and on school breaks.

Adequacy

The lower campus consists of 30 classrooms which include a resource room, counseling office, and space for small group instruction. There is also a multipurpose room and large playground area. The Kindergarten playground is fenced, creating additional safety for our youngest scholars. All site facilities provide adequate space for our students and staff.

School Facility Conditions and Planned Improvements (cont.)

3. Description of any planned or recently completed facility improvements
Recent improvements based on our last inspection that took place in October 2025 include:

Removing low hanging or broken tree branches at the lower campus
 Repairing/replacing bleachers on the soccer/football field at the upper campus

4. Description of any needed maintenance to ensure good repair
 LEPA makes great efforts to ensure that our campuses are clean, safe, and functional. School custodial staff ensure that repairs and ongoing maintenance are completed in a timely manner to keep the school in good repair and working order. Any major issues are reported to the District and the District maintenance staff responds as soon as possible to correct them. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

School Facility Good Repair Status

Most Recent Inspection: October 2024

All issues were repaired by October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: August 2024

Overall Rating

Exemplary	Good	Fair	Poor
X			

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- College and Career Ready:** 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	53%	56%	29%	28%	46%	47%
Mathematics (grades 3-8 and 11)	49%	55%	17%	17%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	250	249	99.60%	0.40%	56.22%
Female	130	130	100.00%	0.00%	59.23%
Male	120	119	99.17%	0.83%	52.94%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	217	216	99.54%	0.46%	53.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	22	22	100.00%	0.00%	81.82%
English Learners	47	47	100.00%	0.00%	23.40%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	185	184	99.46%	0.54%	54.89%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	15	100.00%	0.00%	26.67%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	250	250	100.00%	0.00%	55.20%
Female	130	130	100.00%	0.00%	49.23%
Male	120	120	100.00%	0.00%	61.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	217	217	100.00%	0.00%	53.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	22	22	100.00%	0.00%	77.27%
English Learners	47	47	100.00%	0.00%	34.04%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	185	185	100.00%	0.00%	50.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	15	100.00%	0.00%	20.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	31.75%	23.08%	15.24%	15.58%	30.29%	30.73%

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 in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100.00%	0.00%	23.08%
Female	32	32	100.00%	0.00%	18.75%
Male	33	33	100.00%	0.00%	27.27%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	59	59	100.00%	0.00%	20.34%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00%	0.00%	7.69%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	52	52	100.00%	0.00%	21.15%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

B. 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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

LaVerne Elementary Preparatory Academy believes that the connection between home and school is invaluable. Parents are encouraged to volunteer and be involved in their scholar's education and in school activities including our annual Harvest Festival, awards ceremonies, music performances and field trips. Parents provide input through participation in a WASC focus group and monthly Coffee with Administration meetings. We continue to prioritize keeping parents informed and engaged. LaVerne Elementary Preparatory Academy utilizes several key forms of communication for parents including the OneCall system, monthly calendars and newsletters, School Status and our school website. Parents are also able to directly communicate with teachers as needed through the use of communication apps, such as School Status to ensure academic success for their scholar. Parent-Teacher conferences are held twice yearly so teachers can inform parents of their child's academic progress. Parents also meet with teachers in between scheduled conference weeks as needed.

Parents are invited to participate in a variety of school activities including Open House, Parent-Teacher conferences, Harvest Festival, music performances, awards ceremonies, the school spelling bee, science fair, and field trips. Activities are advertised through school calendars and newsletters and on the website. Reminders are provided frequently to keep parents up to date. Parents who wish to be involved make contact with their child's teacher, administration, or office personnel.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	569	534	34	6.4%
Female	306	286	17	5.9%
Male	263	248	17	6.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	14	14	1	7.1%
Filipino	--	--	--	--
Hispanic or Latino	486	461	30	6.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	12	0	0.0%
White	49	43	3	7.0%
English Learners	117	109	9	8.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	407	387	30	7.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	33	8	24.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.19%	0.00%	0.00%	5.27%	5.56%	4.93%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.24%	0.33%	0.22%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

Description of Activity, Leadership, Tools, and Timeline:

- ◆ March 2023 - The School Safety Committee discussed and agreed upon an updated list of the roles of all staff members and discussed new safety protocols with regards to COVID-19.
- ◆ The committee reviewed current policies and procedures and agreed upon changes which needed to be implemented or clarified.
- ◆ July 2024- An updated safety policy handbook was distributed to all staff.
- ◆ Emergency practice drills were planned and will be carried out as scheduled with staff and scholars at campus.
- ◆ Proper hygiene and sanitation practices are reviewed with students and staff on an ongoing basis.
- ◆ Administration annually reviews staff files and notifies staff of upcoming renewal status for CPR, First Aid Certification, and annual mandated reporter training.
- ◆ The Safety Committee met again in January 2024 to plan and schedule employee safety training for the upcoming school year.
- ◆ Also in January of 2024, the Safety Committee met to review and update the school safety plan as needed.

Our Safety Plan covers the following topics: Duty to report child abuse or neglect, disaster procedures and evacuation plans, bomb threat procedures, active shooter training from local law enforcement, 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. This is not an all-inclusive list of the contents of the safety plan.

Schoolwide Safety Objectives:

Objective 1: Ensure proper health and safety protocols are continuously followed by all students and staff.

Objective 2: 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 3: Maintain staff CPR/First Aid Training and Certification.

Objective 4: Devise solutions to eliminate or reduce safety hazards to students in the parking lot and drive through area and increase traffic flow efficiency.

C. 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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	1	4	0
1	19.00	4	0	0
2	22.00	1	2	0
3	24.00	0	3	0
4	22.00	0	3	0
5	18.00	3	0	0
6	20.00	2	1	0
Other**	0.00	0	0	0

* 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	4	0
1	26.00	0	4	0
2	22.00	0	3	0
3	26.00	0	3	0
4	24.00	0	3	0
5	21.00	1	2	0
6	16.00	3	0	0
Other**	0.00	0	0	0

* 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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	0	4	0
1	20.00	2	2	0
2	23.00	0	4	0
3	20.00	2	1	0
4	23.00	0	3	0
5	22.00	0	3	0
6	20.00	2	1	0
Other**	0.00	0	0	0

* 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.