

# Los Penasquitos 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Los Penasquitos Elementary School
<b>Street</b>	14125 Cuca St.
<b>City, State, Zip</b>	San Diego, CA 92129-1852
<b>Phone Number</b>	858-672-3600
<b>Principal</b>	Deanne McLaughlin
<b>E-mail Address</b>	dmclaughlin@powayusd.com
<b>Web Site</b>	<a href="http://www.powayusd.com/lpes">http://www.powayusd.com/lpes</a>
<b>CDS Code</b>	37682966070841

<b>District Contact Information</b>	
<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>E-mail Address</b>	dojohnson@powayusd.com
<b>Web Site</b>	www.powayusd.com

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

High expectations and strong support for student learning shape the culture that defines the character of Los Peñasquitos Elementary, where student success is the only option. As evidenced in the signs that dangle from our halls, our students and staff believe every student will learn, whatever it takes. Los Peñasquitos School, in San Diego, California, is one of twenty-five elementary schools in the Poway Unified School District, and is proud to be celebrating over 40 years of enriching student lives. It is located in Rancho Peñasquitos, a community in northern San Diego County. We serve 525 students from Pre-kindergarten to fifth grade. Our classes include an extended-day student academy for some of our fourth and fifth grade classes. The students of Los Peñasquitos represent a cross-section of our community. Forty-two percent of students receive free or reduced-price lunch, twenty-six percent of our children are English Language Learners, and there are thirty-five different home languages at our school. At the same time, an ample percentage of the children come from middle and upper-middle class families. Economic and cultural diversity are strengths and we believe that our students benefit greatly from interaction with other students who share differences with them. The majority of our parents, including parents of second language students, are active in many aspects of school life. They serve on the School Site Council, help to organize events that celebrate the many cultures represented at our school, are members of the PTA, and are very involved in our volunteer organization. Los Peñasquitos values the diversity of our students and their families, and families in turn appreciate efforts made by our school to support their children. Every decision we make is driven by our belief that all students will learn, whatever it takes. We accept no excuses for poor academic achievement, and are therefore committed to helping every child meet the high expectations represented by our district's academic standards. The community is proud not only that Los Peñasquitos' students achieve well above national averages, but also that standardized and site-developed test scores reflect continuing and significant gains in student achievement. By most measures, student performance has shown consistent and impressive improvement. On the State of California's previous assessment system we achieved a statewide 10-10 ranking 9 times, which means we ranked in the top 10 percent of all schools and also in the top 10 percent of schools with similar demographics. In the most recent administration of the current state assessments, the Smarter Balanced Summative Tests, eighty-one percent of our students met or exceeded the standard in English Language Arts and seventy-six percent met or exceeded the standard in Math. On the California Accountability System Dashboard, Los Pen students are in the blue part of the dial, 75.4 points above the standard on English Language Arts. Also Los Peñasquitos students are 46.5 points above the standard in Math and in the blue part of the dial. Los Pen has been recognized as a California Distinguished School, a National Blue Ribbon School, and a Gold Ribbon School. Our continued growth as a professional learning community was featured in a nationally recognized book titled "Whatever it Takes" by Dr. Rick DuFour. These awards further reflect the commitment to academic excellence that is shared by our students, staff, and parents.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	99
<b>Grade 1</b>	78
<b>Grade 2</b>	80
<b>Grade 3</b>	79
<b>Grade 4</b>	97
<b>Grade 5</b>	97
<b>Total Enrollment</b>	530

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	6.0
American Indian or Alaska Native	0.0
Asian	15.5
Filipino	13.6
Hispanic or Latino	23.0
Native Hawaiian or Pacific Islander	0.2
White	31.1
Socioeconomically Disadvantaged	45.8
English Learners	29.2
Students with Disabilities	16.4
Foster Youth	0.4

**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	25	25	27	1625
Without Full Credential	0	0	0	10
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	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.

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

Year and month in which data were collected: 6/29/2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Mathematics</b>	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Science</b>	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>History-Social Science</b>	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: 10/01/2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 10/01/2018</b>	
<b>Overall Rating</b>	<b>Good</b>

## 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)	78.0	81.0	74.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	72.0	76.0	66.0	67.0	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	267	264	98.88	81.44
Male	121	120	99.17	76.67
Female	146	144	98.63	85.42
Black or African American	12	12	100.00	50.00
Asian	47	45	95.74	93.33
Filipino	38	38	100.00	78.95
Hispanic or Latino	57	57	100.00	70.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	77	77	100.00	87.01
Two or More Races	30	29	96.67	82.76
Socioeconomically Disadvantaged	123	121	98.37	71.90
English Learners	105	103	98.10	78.64
Students with Disabilities	45	45	100.00	40.00
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	267	265	99.25	76.23
Male	121	120	99.17	79.17
Female	146	145	99.32	73.79
Black or African American	12	12	100	58.33
Asian	47	46	97.87	91.3
Filipino	38	38	100	73.68
Hispanic or Latino	57	57	100	54.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	77	77	100	83.12
Two or More Races	30	29	96.67	86.21
Socioeconomically Disadvantaged	123	122	99.19	62.3
English Learners	105	104	99.05	71.15
Students with Disabilities	45	45	100	40
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	9.6	27.7	22.3

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)

Los Peñasquitos Elementary School recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. We conduct a mandatory NEU Parent Forum detailing for parents the No Excuses University Approach. Parenting classes are also offered as part of our Parent University on topics such as, Managing your Child's Behavior, Connecting with School, and Developing Capable and Responsible Young People. We have a Parent Resource Center that provides parents with resources for managing the challenges of this important role.

Parents are an important part of our School Site Council (SSC). The SSC meets on a regular basis to help develop the School Plan for Student Achievement (SPSA), review the budget, and evaluate the effectiveness of the plan. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, PTA, Field Trip Chaperones, Art and Music Appreciation, Book Fairs, Jog-A-Thon, College and Career Field Day, Classroom Support, and the Los Peñasquitos Academy Foundation.

Monthly Community Collaborative meetings are held with local school personnel, parents, local business representatives, law enforcement, and community members.

For more information on the opportunities for parental involvement, please contact Deanne McLaughlin at 858-672-3600.

### 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	0.5	0.7	0.4	1.2	1.3	1.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1



## School Safety Plan (School Year 2018-19)

Los Peñasquitos places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire and bus evacuation are held. Our most recent Disaster Plan was updated and reviewed with the staff in October 2018. Each staff member has specific responsibilities during times of emergency. In addition, maintenance staff works with a scheduled preventive program to offset costly repairs. The school has an up to date Asbestos Plan. Extended Student Services is available to students for before and after school childcare.

## 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	21	2	3		21	1	4		21	1	4	
1	25		3		25		3		25		3	
2	27		3		25		3		26		3	
3	27		3		25		3		25		3	
4	34			2	29		3		33		1	1
5	43		3	3	25	1	4		31		4	
Other									8	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
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>	1.0	N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0.5	N/A
<b>Psychologist</b>	0.5	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>	1.8	N/A
<b>Resource Specialist (non-teaching)</b>	1.4	N/A
<b>Other</b>		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	8,019.46	2,340.59	5,678.87	\$68,179.65
District	N/A	N/A	7349.46	\$78,935
Percent Difference: School Site and District	N/A	N/A	-25.6	-14.6
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-22.6	-16.9

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)**

The district’s general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,046	\$47,903
Mid-Range Teacher Salary	\$83,106	\$74,481
Highest Teacher Salary	\$101,917	\$98,269
Average Principal Salary (Elementary)	\$131,931	\$123,495
Average Principal Salary (Middle)	\$143,470	\$129,482
Average Principal Salary (High)	\$151,598	\$142,414
Superintendent Salary	\$287,500	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

### **Professional Development (Most Recent Three Years)**

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Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. Los Penasquitos staff members actively take part in No Excuses University professional development, where strategies and procedures toward the six exceptional systems are developed and maintained. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.