

Loma Prieta Elementary

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.

Ms. Karren Zook, Principal

 Principal, Loma Prieta Elementary

About Our School

For more than 60 years, Loma Prieta has been serving our mountain community. We are proud of our students' academic accomplishments, as well as our commitment to educating the whole child. Loma Prieta Elementary School offers a comprehensive curriculum for grades K-5 including a specialized PE program, music, Art in Action, and Project Cornerstone. Our students pride themselves on being part of a caring and welcoming community.

Contact

*Loma Prieta Elementary
23800 Summit Rd.
Los Gatos, CA 95033-4054*

*Phone: 408-353-1106
Email: k.zook@loma.k12.ca.us*

About This School

Contact Information (School Year 2019–20)

District Contact Information (School Year 2019–20)	
District Name	Loma Prieta Joint Union Elementary
Phone Number	(408) 353-1101
Superintendent	Lisa Fraser
Email Address	lfraser@loma.k12.ca.us
Website	http://www.loma.k12.ca.us

School Contact Information (School Year 2019–20)	
School Name	Loma Prieta Elementary
Street	23800 Summit Rd.
City, State, Zip	Los Gatos, Ca, 95033-4054
Phone Number	408-353-1106
Principal	Ms. Karren Zook, Principal
Email Address	k.zook@loma.k12.ca.us
Website	https://www.loma.k12.ca.us/Domain/8
County-District-School (CDS) Code	43695006047369

Last updated: 12/27/2019

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

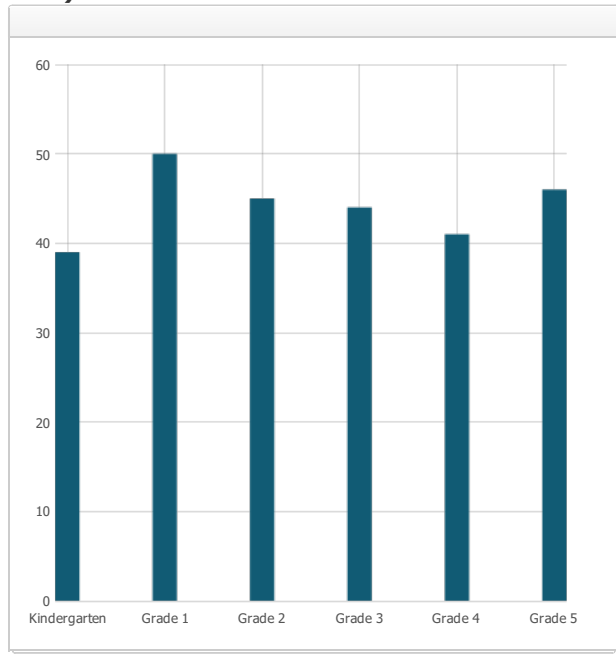
Our District lies at the heart of the Santa Cruz Mountains and benefits from an active and engaged community. In the spirit of this community, our school has developed strategies for providing an excellent education that nurtures the whole child.

Loma Prieta Joint Union School District, a partnership of schools, parents and community, is committed to providing each student with optimal learning opportunities in a safe, stimulating and supportive environment so that each student can reach their full academic and social potential.

Last updated: 12/27/2019

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

Grade Level	Number of Students
Kindergarten	39
Grade 1	50
Grade 2	45
Grade 3	44
Grade 4	41
Grade 5	46
Total Enrollment	265



Last updated: 12/27/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.40 %
American Indian or Alaska Native	%
Asian	1.90 %
Filipino	%
Hispanic or Latino	9.40 %
Native Hawaiian or Pacific Islander	%
White	74.70 %
Two or More Races	11.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	4.50 %
English Learners	4.90 %
Students with Disabilities	9.40 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

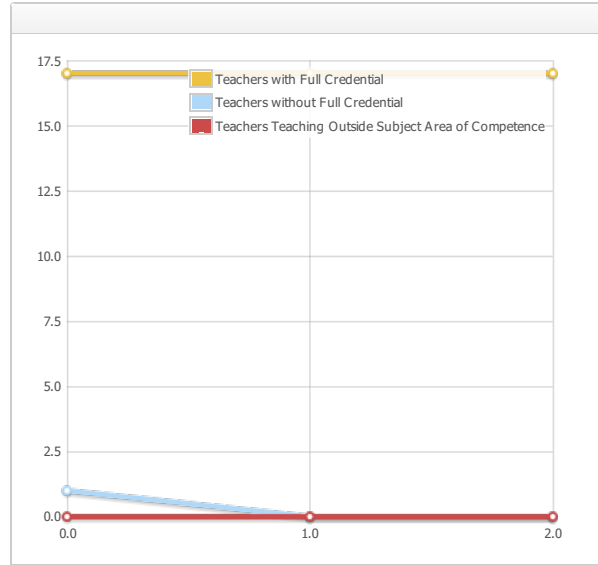
State Priority: Basic

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

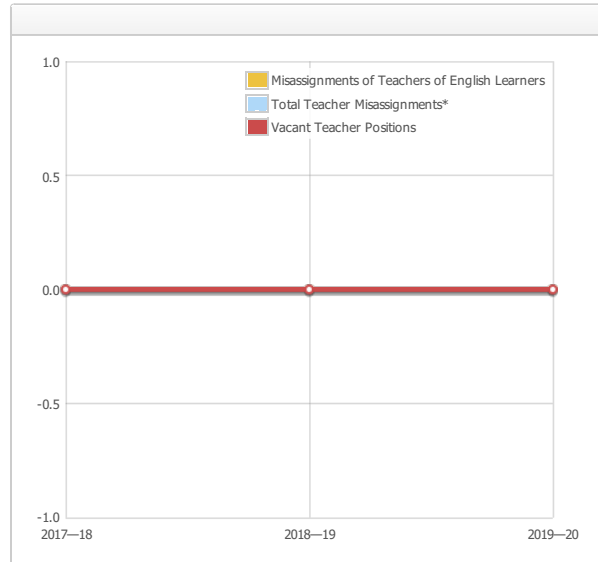
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	17	17	17	28
Without Full Credential	1	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/7/2020

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: 1/7/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Readers/Writers Workshop Sonday System	Yes	0.00 %
Mathematics	Harcourt Math California Edition	Yes	0.00 %
Science	Foss Full Option Science System, Delta Ed. Pub.	Yes	0.00 %
History-Social Science	Harcourt California Series Reflections	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			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: 12/20/2019

School Facility Conditions and Planned Improvements

The primary campus of the Loma Prieta Elementary School was opened in the Fall of 1994. The school building continues to perform well and is in good condition.

The indoor campus consists of 3 wings of 5 classrooms each arranged in a rectangular fashion around a central pod room. Each pod/classroom wing is connected by hallway to a high-ceiling central forum room which is used for assemblies and physical education during inclement weather. A fourth wing containing two kindergarten classrooms and the main office spaces connects directly to the forum room. In addition to the 17 classrooms, 3 pods, offices and forum room are a library, a computer technology lab, and 4 sets of bathrooms all located in the hallway connector spokes. The exterior of the building contains 3 separate age appropriate play equipment areas, and a large fenced blacktop play area. The elementary school shares a 1.5 acre grass play field and running track with the adjacent middle school.

This school and the adjacent C.T. English Middle School are maintained by two custodians - one working day and one working swing shifts. Cleaning efforts are supported by an on-site district maintenance technician and an on-site district groundskeeper working the day shift. Situations, defects and maintenance requests are reported by staff members via email that is automatically forwarded to the entire support team who receives them on their smart phones. Most tasks are handled immediately. Larger tasks are scheduled and performed during school breaks and the summer recess.

A separate building used by the elementary school known as the Community Center/Gymnasium building that was constructed in 1988 suffered a fire on August 30, 2015. The community center portion of the building was a complete loss. It has since been restored and is fully occupied.

A FIT inspection is performed annually. This year's inspection was performed on August 12, 2019.

Last updated: 12/27/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	One of the playgrounds is starting to show signs of deterioration. Replacement of equipment was identified in the Facilities Master Plan. Replacement equipment is being pursued.

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating

Last updated: 12/27/2019

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)	73.0%	74.0%	77.0%	77%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	71.0%	75.0%	70.0%	70.0%	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: 1/9/2020

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	134	130	97.01%	2.99%	73.85%
Male	63	62	98.41%	1.59%	67.74%
Female	71	68	95.77%	4.23%	79.41%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	100	97	97.00%	3.00%	76.76%
Two or More Races	17	17	100.00%	0.00%	70.59%
Socioeconomically Disadvantaged	--	--	--	--	
English Learners	--	--	--	--	
Students with Disabilities	15	14	93.33%	6.67%	50.00%
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: 1/9/2020

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	134	131	97.76%	2.24%	74.81%
Male	63	62	98.41%	1.59%	70.97%
Female	71	69	97.18%	2.82%	78.26%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	13	13	100.00%	0.00%	69.23%
Native Hawaiian or Pacific Islander					
White	100	98	98.00%	2.00%	75.51%
Two or More Races	17	17	100.00%	0.00%	76.47%
Socioeconomically Disadvantaged	--	--	--	--	
English Learners	--	--	--	--	
Students with Disabilities	15	11	73.33%	0.00%	53%
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: 1/9/2020

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	2.00%	15.00%	80.00%

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: 1/9/2020

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)

Parents are encouraged to, and do, take an active role in school leadership and programs. Loma Prieta Elementary School has a very active Home and School Club and equally active School Site Council. Our foundation, the Loma Public Education Fund, and our Community Foundation keep all community members apprised of school activities while they actively fund raise for specific programs. Parents assist in extracurricular activities including sports, community service clubs, and volunteer in the classroom.

For more information on how to become involved, please contact -

Loma Home and School Club at: <http://www.lomaprietahsc.org>

Loma Public Education Fund at: 408-657-3322

Principal Karren Zook at: 408-353-1106

State Priority: Pupil Engagement

Last updated: 12/27/2019

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

School Safety Plan (School Year 2019—20)

The design of Loma Prieta Elementary School allows for excellent supervision of students throughout the school day. Teachers, administrators, and staff supervise students 20 minutes before and after the instructional day. Teachers and office staff ensure students are released only to parents and/or other authorized adults. An on-site before and after school day care facility is located on campus as an option for working parents. All campus visitors must sign-in and sign-out and are closely monitored in their work on campus and with students. The School Safety Plan is reviewed, updated and discussed with the stakeholders annually in the Spring. Key elements of the plan include monthly safety drills and crisis intervention plans.

Last updated: 12/27/2019

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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	1	
1	18.00	2		
2	18.00	2		
3	25.00		2	
4	30.00		2	
5	31.00		2	
6				
Other**				

* 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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		2	
1	23.00		2	
2	20.00	2		
3	20.00	2		
4	22.00		2	
5	31.00		2	
6				
Other**				

* 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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	2		
1	25.00		2	
2	23.00		2	
3	22.00		2	
4	21.00	1	1	
5	23.00		2	
6				
Other**				

* 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.

Last updated: 12/31/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.24
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.45
Psychologist	0.14
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	3.75
Other	

*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: 1/8/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13261.00	\$4063.00	\$9198.00	\$67728.00
District	N/A	N/A	\$9142.00	\$71005.00
Percent Difference – School Site and District	N/A	N/A	1.00%	-5.00%
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	23.00%	4.00%

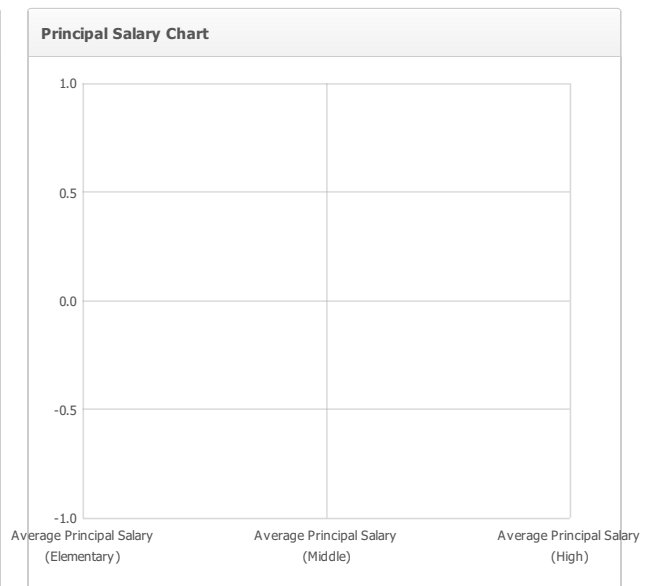
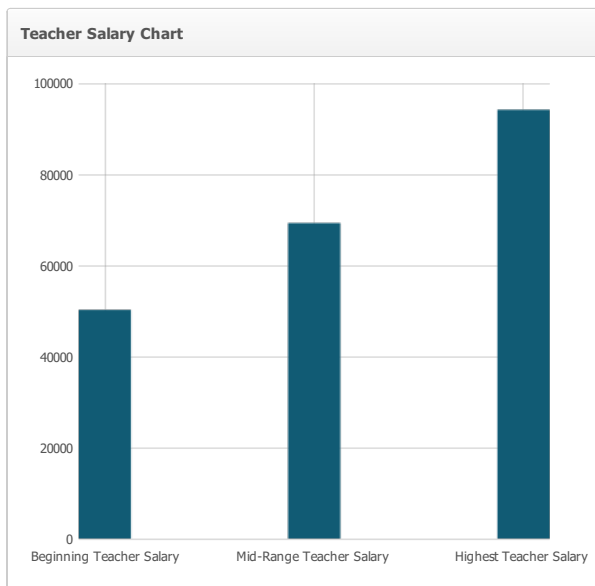
Note: Cells with N/A values do not require data.

Last updated: 1/8/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,245	\$45,252
Mid-Range Teacher Salary	\$69,297	\$65,210
Highest Teacher Salary	\$94,186	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$204,973	\$124,686
Percent of Budget for Teacher Salaries	32.00%	31.00%
Percent of Budget for Administrative Salaries	10.00%	7.00%

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



Last updated: 12/31/2019