

Las Posas Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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/>.

2025-26 School Contact Information

School Name	Las Posas Elementary School
Street	75 E. Calle La Guerra
City, State, Zip	Camarillo, CA 93010
Phone Number	(805) 383-5325
Principal	Thomas Holtke
Email Address	tholtke@pleasantvalleysd.org
School Website	www.lps.pleasantvalleysd.org
Grade Span	P-5
County-District-School (CDS) Code	56-72553-6055438

2025-26 District Contact Information

District Name	Pleasant Valley School District
Phone Number	(805) 389-2100
Superintendent	Dr. Danielle Cortes
Email Address	dcortes@pleasantvalleysd.org
District Website	www.pleasantvalleysd.org

2025-26 School Description and Mission Statement

LAS POSAS SCHOOL MISSION

It is the mission of Las Posas Elementary School to foster a strong foundation where our students are motivated to be creative, critical thinkers, communicators, and collaborators. This commitment to provide and instill 21st Century skills that will allow our students the opportunity to thrive in future global environments.

PRINCIPAL'S MESSAGE

Serving the needs of an ever-growing and diverse student population, the entire staff of Las Posas Elementary strives to provide a school environment that is friendly, safe and orderly. At Las Posas Elementary, we incorporate a variety of

2025-26 School Description and Mission Statement

methodologies into our teaching and learning. These differentiated strategies allow students the opportunity to apply the skills they are learning in school to create relevant, student-driven projects derived from the Common Core State Standards with emphasis in science, technology, engineering and mathematics (STEM). By using this model of learning, students focus on communication, creativity, collaboration, and critical thinking as well as improving citizenship, leadership, and personal responsibility. The teaching staff at Las Posas Elementary meet regularly as a Professional Learning Community (PLC) in order to support the academic achievement of all students and increase collaboration and teamwork among all stakeholders. We offer preschool, transitional kindergarten, and kindergarten through fifth grade programs, as well as an on-site, district-operated childcare program. Our academic program is enriched by the joint effort of the School Site Council (SSC), English Language Acquisition Committee (ELAC) and the Parent Teacher Association (PTA). The SSC and ELAC review and provide input on school programs and budgets. The PTA provides support for educational opportunities such as field trips and assemblies. In addition, Las Posas works closely with local military family support providers to improve communication, problem solving, social skills development and connections among our students from military families. Las Posas Elementary is a California Distinguished School, the recipient of CA Purple Star 2022 and a winner of the CSBA 2011 Golden Bell Award for Parental/Community Involvement. Las Posas Elementary's achievements and recognitions are based upon consistently high levels of student academic achievement, improvement in achievement over time, and reduction of achievement gaps.

SCHOOL PROFILE

The Pleasant Valley School District consists of eleven schools serving Tk-8th grade students. Las Posas Elementary is one of nine elementary schools in the Pleasant Valley School District, providing a rigorous instructional program. This program is focused on the California state Standards with an emphasis on 21st Century skills of Creativity, Critical Thinking, Collaboration and Communication. Las Posas provides students with a friendly, safe environment that prepares them for the 21st Century. Currently, for the 2024-25 school year, 490 transitional kindergarten through fifth grade students are enrolled, and our students attend class following a traditional school calendar. Las Posas Elementary is one of three schools in the district that has a preschool program for 3 and 4-year-old children.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	74
Grade 2	70
Grade 3	73
Grade 4	61
Grade 5	64
Total Enrollment	455

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
Asian	2
Black or African American	10.5
Filipino	7
Hispanic or Latino	45.3
Native Hawaiian or Pacific Islander	2
Two or More Races	6.8
White	26.4
English Learners	7
Foster Youth	0.7
Homeless	1.3
Socioeconomically Disadvantaged	48.8
Students with Disabilities	11.2

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.

2021-22 Teacher Preparation and Placement

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)	19.5	100	296.8	88.26	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.2	1.26	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.6	1.39	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.5	3.14	11953.1	4.28
Unknown/Incomplete/NA	0	0	19.9	5.93	15831.9	5.67
Total Teaching Positions	19.5	100	336.3	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

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)	19.5	100	284.5	86.77	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.9	0.6	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.4	3.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.3	2.25	11746.9	4.23
Unknown/Incomplete/NA	0	0	21.5	6.58	14303.8	5.15
Total Teaching Positions	19.5	100	327.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	18.5	100	296.8	89.38	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.3	0.7	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10.3	3.13	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.4	1.05	12112.8	4.34
Unknown/Incomplete/NA	0	0	19	5.73	13705.8	4.91
Total Teaching Positions	18.5	100	332	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	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)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials (School Year 2025-26)

The school district held a public hearing on October 16, 2025 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Year and month in which the data were collected

October, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Adopted in 2016	0
Mathematics	Eureka Math Adopted in 2014	0
Science	Amplify (K-5) Adopted 2022	0
History-Social Science	Studies Weekly Adopted in 2020	0

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

School Facility Conditions and Planned Improvements

School Facilities

Las Posas Elementary was originally constructed in 1959 and is comprised of 18 permanent classrooms, eight portable classrooms, one Multi-Purpose Room (MPR), a Project Lab, a staff lounge, a work room, a serving kitchen for the students, and two playgrounds.

School Facility Conditions and Planned Improvements

Cleaning Process

One full-time and one part-time custodian ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good state of repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Year and month of the most recent FIT report

11/19/25

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	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Building is slated to be removed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	55	61	58	57	47	48
Mathematics (grades 3-8 and 11)	55	65	47	48	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	200	196	98.00	2.00	60.71
Female	93	92	98.92	1.08	60.87
Male	107	104	97.20	2.80	60.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	25	24	96.00	4.00	50.00
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	83	80	96.39	3.61	61.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	77.78
White	52	52	100.00	0.00	53.85
English Learners	15	13	86.67	13.33	53.85
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	51	51	100.00	0.00	58.82
Socioeconomically Disadvantaged	77	76	98.70	1.30	53.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	57.69

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	200	197	98.50	1.50	65.48
Female	93	93	100.00	0.00	62.37
Male	107	104	97.20	2.80	68.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	25	24	96.00	4.00	54.17
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	83	81	97.59	2.41	60.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	77.78
White	52	52	100.00	0.00	65.38
English Learners	15	14	93.33	6.67	57.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	51	51	100.00	0.00	68.63
Socioeconomically Disadvantaged	77	76	98.70	1.30	56.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	53.85

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.88	42.86	43.07	42.1	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	63	100.00	0.00	42.86
Female	28	28	100.00	0.00	35.71
Male	35	35	100.00	0.00	48.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	52.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	23.53
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	17	17	100.00	0.00	47.06
Socioeconomically Disadvantaged	27	27	100.00	0.00	37.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.31%	93.85%	93.85%	92.31%	93.85%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

PARENT AND COMMUNITY INVOLVEMENT

At Las Posas Elementary, we have many parent volunteers who assist our teachers in the classrooms daily. We also have a School Site Council (SSC) and English Language Advisory Committee (ELAC), which is comprised of school staff and parents, who have an opportunity for parent/caregiver involvement and who assist in developing and evaluating our annual School Plan for Student Achievement throughout the school year. Parents/caregivers of students who are English Language Learners (ELL) are invited to join the English Learner Advisory Committee (ELAC). This group provides unique perspectives and input as we address the unique needs for those who are learning English. Las Posas Elementary School also has an active Parent Teacher Association (PTA), which generously funds various enrichment opportunities such as field trips, arts programs, assemblies, class projects, and campus beautification projects. Parents are encouraged to participate as representatives in district level advisory committees. The school also has a few community partnerships with local merchants who have partnered to bring added resources to our school, benefiting all students who attend.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	506	502	21	4.2
Female	235	233	9	3.9
Male	271	269	12	4.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	2	14.3
Black or African American	52	52	3	5.8
Filipino	33	33	1	3.0
Hispanic or Latino	229	226	9	4.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	36	4	11.1
White	131	131	2	1.5
English Learners	39	39	3	7.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	261	259	15	5.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	70	3	4.3

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.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.18	1.2	0.79	2.51	2.56	2.13	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.79	0.00
Female	0.43	0.00
Male	1.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.85	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.53	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.43	0.00

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.

2025-26 School Safety Plan

SAFE SCHOOLS SAFETY PLAN

The safety of students and staff is a primary concern of Las Posas Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated in the spring of each year by the School Safety Committee. All revisions were communicated to both classified and certificated staff members. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular monthly basis throughout the school year. Lockdown drills are held 3 times per year. Students are supervised before school, during lunch, break periods, and after school by administration, childcare, campus supervisors and/or teachers. There is a designated area for student drop off and pick up. Visitors must sign in at the office, present identification and receive a badge to enter the campus. Unauthorized visitors are not permitted on campus. Las Posas utilizes the Raptor visitor management security system.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	2	0
1	24	0	3	0
2	24	0	3	0
3	21	1	2	0
4	31	0	2	0
5	30	0	2	0
6	0	0	0	0
Other	26	0	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	24	0	3	0
2	25	0	3	0
3	22	0	3	0
4	33	0	1	0
5	34	0	0	1
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	25		3	
2	23		3	
3	24		3	
4	31		2	
5	32		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	535:1

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	.2
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,242	\$4,096	\$10,146	\$103,667
District	N/A	N/A	\$9,905	\$106,927
Percent Difference - School Site and District	N/A	N/A	2.4	-3.1
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-9.4	1.9

Fiscal Year 2024-25 Types of Services Funded

Professional development opportunities are provided for all teachers through Title 1 funds in order to provide the necessary support to help increase student achievement. Las Posas Elementary provides three certificated hourly teachers that provide additional student support in reading and mathematical proficiency for students in grades K-5. Las Posas Elementary provides part time math tutoring for students in grades 3-5. Las Posas Elementary utilizes a full-time military counselor and a full-time academic school counselor, both of whom serve students in grades TK-5. English Language Learners are provided daily, small group, integrated and designated English Language Development instruction by general education teachers, in the regular education classroom.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,350	\$61,597
Mid-Range Teacher Salary	\$93,897	\$98,902
Highest Teacher Salary	\$118,089	\$126,340
Average Principal Salary (Elementary)	\$135,010	\$158,383
Average Principal Salary (Middle)	\$138,209	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$227,300	\$288,332
Percent of Budget for Teacher Salaries	34.13%	31.29%
Percent of Budget for Administrative Salaries	6.56%	5.38%

Professional Development

Staff Development

As part of the cycle of continuous improvement, opportunities for training and staff development are provided at both the district and individual school site for administrators, teachers, and classified staff. Professional development is ongoing and based on teacher surveys, principal observation, and on examining ways to best support the planning, instruction, and assessment of State Standards and adopted curricula. The district offers professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers are also provided with time to assess student achievement and work collaboratively to design instruction that is aligned to California State Standards utilizing adopted curricula. Las Posas Elementary teachers benefit from the use of a on-site instructional coach to increase teacher capacity. The district offers three or more staff development days per year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4