

# Heritage Elementary School

1450 Santa Lucia Road • Chula Vista, CA 91913 • (619) 421-7080 • Grades K-6

Ruth Diaz de Leon, Principal

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<http://schools.cvesd.org/schools/heritage/Pages/default.aspx#>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Chula Vista Elementary School District

84 East J Street  
Chula Vista, CA 91910-6100  
(619) 425-9600  
[www.cvesd.org](http://www.cvesd.org)

#### District Governing Board

Leslie Ray Bunker  
Armando Farias  
Laurie K. Humphrey  
Eduardo Reyes, Ed.D.  
Francisco Tamayo

#### District Administration

Francisco Escobedo, Ed.D.  
**Superintendent**

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human  
Resources Services and Support**

Oscar Esquivel

**Assistant Superintendent, Business  
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,  
Innovation and Instruction Services  
and Support**

### School Description

Heritage School is a 70,000 square foot campus located along Santa Lucia Road in the Otay Ranch development of Chula Vista. It opened on July 10, 2001, and is currently home to 814 students. Heritage School represents a new prototype that reflects Chula Vista Elementary School District's progressive perspectives on educational facilities for the information age. The school's unique "Village-like atmosphere" is the result of a planning process that included input from the community, educators, administrators, and maintenance personnel. The design includes expanded classroom square footage and auxiliary planning space due to the impact of class size reduction. The Heritage campus includes eight single-story structures, including an administration building, a multi-purpose building, a library and seven classroom buildings. The village atmosphere of the campus fits beautifully with the surrounding residential neighborhoods. Heritage School is the school district's 38th school.

### ~School Mission~

The Chula Vista Elementary School District is committed to providing a successful, safe, challenging and nurturing educational experience while promoting the importance of learning for all children. The District adopted Shared Vision and Values statements affirm the District pride in developing each child's full potential and promoting student achievement. The District's Shared Vision and Values further states that all members of the school community assume responsibility for the success of our students.

### ~Heritage Common Core Philosophy~

The philosophy at Heritage Elementary is that students are progressing towards being college and career ready when they can effectively communicate through various types of media, collaborate, and persevere to solve problems while being resourceful, innovative, and socially conscious thinkers in a global community.

### ~Heritage Dual Language Immersion~

The mission of Heritage's DLI program is to develop biliterate and bilingual critical thinkers. Students acquire high levels of critical thinking in English and Spanish language proficiencies, while meeting academic common core state standards in both languages. Students develop social consciousness, global responsibility, and appreciation of their cultures in our society.

## About the SARC

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.

| 2016-17 Student Enrollment by Grade Level |                    |
|-------------------------------------------|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 98                 |
| Grade 1                                   | 102                |
| Grade 2                                   | 97                 |
| Grade 3                                   | 144                |
| Grade 4                                   | 131                |
| Grade 5                                   | 119                |
| Grade 6                                   | 138                |
| <b>Total Enrollment</b>                   | <b>829</b>         |

| 2016-17 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 6.4                         |
| American Indian or Alaska Native    | 0                           |
| Asian                               | 4.9                         |
| Filipino                            | 17.4                        |
| Hispanic or Latino                  | 52.8                        |
| Native Hawaiian or Pacific Islander | 0.6                         |
| White                               | 12.1                        |
| Two or More Races                   | 5.8                         |
| Socioeconomically Disadvantaged     | 22.1                        |
| English Learners                    | 18.2                        |
| Students with Disabilities          | 6.6                         |
| Foster Youth                        | 0                           |

## 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                         |       |       |       |
|---------------------------------------------|-------|-------|-------|
| Heritage Elementary School                  | 15-16 | 16-17 | 17-18 |
| With Full Credential                        | 37    | 36    | 37    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | NA    |       |
| Chula Vista Elementary School District      | 15-16 | 16-17 | 17-18 |
| With Full Credential                        | ♦     | ♦     | 1281  |
| Without Full Credential                     | ♦     | ♦     | 8     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--------------------------------------------------------------------|-------|-------|-------|
| Heritage Elementary School                                         | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners                                       | 0     |       |       |
| Total Teacher Misassignments                                       | 0     |       |       |
| Vacant Teacher Positions                                           | 0     |       |       |

\* "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 2017-18)**

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: August 2014 |                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Curriculum Area                                                                              | Textbooks and Instructional Materials/Year of Adoption                                                                                                                                                                                                 |
| Reading/Language Arts                                                                             | <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>                                                                                                                      |
| Mathematics                                                                                       | <p>Houghton Mifflin Go Math Mathematics K-6, English and Spanish.<br/>Adopted in 2015.</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>                           |
| Science                                                                                           | <p>Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish.<br/>Adopted Spring 2008.</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> |
| History-Social Science                                                                            | <p>Harcourt Social Studies Kindergarten – Sixth grade (English &amp; Spanish).<br/>Adopted Spring 2007.</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>          |
| Foreign Language                                                                                  | <p>N/A</p> <p>Percent of students lacking their own assigned textbook: N/A</p>                                                                                                                                                                         |
| Health                                                                                            | <p>N/A</p> <p>Percent of students lacking their own assigned textbook: N/A</p>                                                                                                                                                                         |
| Visual and Performing Arts                                                                        | <p>N/A</p> <p>Percent of students lacking their own assigned textbook: N/A</p>                                                                                                                                                                         |
| Science Laboratory Equipment                                                                      | <p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A</p> <p>Percent of students lacking their own assigned textbook: N/A</p>                                                                                                          |

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

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

Classroom space at Heritage Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Three custodial staff perform basic cleaning operations daily. Administration meets regularly with the head custodian to review the custodial evaluation of our facilities that is provided by the district. A fence around the school provides added safety to all students and adults at school. The school's physical environment is kept clean and safe for teaching and learning.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/21/2017**

| System Inspected                                                     | Repair Status |      |      | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------|---------------|------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                      | Good          | Fair | Poor |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | X             |      |      | 700 Communications: hot in there - thermostat reads 83                                                                                                                                                                                                                                                                                                                                                        |
| <b>Interior:</b><br>Interior Surfaces                                | X             |      |      | Kinder 401:                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | X             |      |      | 507 CR: carpet spots<br>602 CR: carpet spots<br>603 CR: germ-x under sink; spots on carpet<br>604 CR: carpet spots; fountain handle comes off<br>701 CR: carpet stained<br>800 Bldg. Men's RR: cobwebs above sink in lights<br>802 CR: carpet spots; 1 lamp out<br>804 CR: carpet spots<br>805 CR: carpet spots<br>Lounge (Soda Machine, 2 Micros, Full Regrig.): carpet spotted; 1 lamp out; lysol uner sink |
| <b>Electrical:</b><br>Electrical                                     | X             |      |      | 800 Work Room: 2 lamps out<br>801 CR: 1 lamp out<br>802 CR: carpet spots; 1 lamp out<br>Stage: 2 lamps out                                                                                                                                                                                                                                                                                                    |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains           | X             |      |      | 401/402 Girls RR: fountain high outside RR<br>402 CR: fountain low<br>403 CR: fountain low and handle comes off<br>404/403 Boys RR: fountain high outside of RR<br>501 CR: fountain handle comes off<br>504 CR: fountain high<br>505 CR: fountain high<br>509 CR: fountain high<br>604 CR: carpet spots; fountain handle comes off<br>608 CR: fountain high<br>701 CR: carpet stained                         |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                   | X             |      |      | 404 Kinder: 16 bottles of germ-x under sink<br>603 CR: germ-x under sink; spots on carpet<br>Lounge (Soda Machine, 2 Micros, Full Regrig.): carpet spotted; 1 lamp out; lysol uner sink<br>Resource Room 406/407: germ-x under sink                                                                                                                                                                           |
| <b>Structural:</b><br>Structural Damage, Roofs                       | X             |      |      |                                                                                                                                                                                                                                                                                                                                                                                                               |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 11/21/2017                                      |               |      |      |                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------|------|-------------------------------------------|
| System Inspected                                                                                                                                      | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|                                                                                                                                                       | Good          | Fair | Poor |                                           |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences                                                                            | X             |      |      | 400 Electrical : door hits at the top     |
| Overall Rating                                                                                                                                        | Exemplary     | Good | Fair | Poor                                      |
|                                                                                                                                                       |               | X    |      |                                           |
| Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs |               |      |      |                                           |

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| 2016-17 CAASPP Results for All Students |                                                                                  |       |          |       |       |       |
|-----------------------------------------|----------------------------------------------------------------------------------|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|                                         | School                                                                           |       | District |       | State |       |
|                                         | 15-16                                                                            | 16-17 | 15-16    | 16-17 | 15-16 | 16-17 |
| <b>ELA</b>                              | 83                                                                               | 77    | 62       | 62    | 48    | 48    |
| <b>Math</b>                             | 65                                                                               | 59    | 48       | 49    | 36    | 37    |

\* 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.

| CAASPP Test Results in Science for All Students |                                                                                                  |       |          |       |       |       |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------|-------|----------|-------|-------|-------|
| Subject                                         | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|                                                 | School                                                                                           |       | District |       | State |       |
|                                                 | 14-15                                                                                            | 15-16 | 14-15    | 15-16 | 14-15 | 15-16 |
| <b>Science</b>                                  | 63                                                                                               | 52    | 67       | 62    | 56    | 54    |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards |        |        |
|-------------|-------------------------------------------------------|--------|--------|
|             | 4 of 6                                                | 5 of 6 | 6 of 6 |
| <b>5</b>    | 18.8                                                  | 30.8   | 30.8   |

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

| Group                           | Number of Students |                   | Percent of Students |                        |
|---------------------------------|--------------------|-------------------|---------------------|------------------------|
|                                 | Enrolled           | with Valid Scores | w/ Valid Scores     | Proficient or Advanced |
| All Students                    | 134                | 134               | 100.0               | 52.2                   |
| Male                            | 74                 | 74                | 100.0               | 55.4                   |
| Female                          | 60                 | 60                | 100.0               | 48.3                   |
| Filipino                        | 32                 | 32                | 100.0               | 75.0                   |
| Hispanic or Latino              | 68                 | 68                | 100.0               | 35.3                   |
| White                           | 11                 | 11                | 100.0               | 54.6                   |
| Socioeconomically Disadvantaged | 33                 | 33                | 100.0               | 48.5                   |
| English Learners                | 12                 | 12                | 100.0               | 16.7                   |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 530              | 520           | 98.11          | 76.73                   |
| Male                                | 263              | 259           | 98.48          | 67.57                   |
| Female                              | 267              | 261           | 97.75          | 85.82                   |
| Black or African American           | 35               | 35            | 100            | 68.57                   |
| Asian                               | 19               | 19            | 100            | 78.95                   |
| Filipino                            | 98               | 98            | 100            | 87.76                   |
| Hispanic or Latino                  | 271              | 265           | 97.79          | 73.21                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 66               | 62            | 93.94          | 79.03                   |
| Two or More Races                   | 38               | 38            | 100            | 78.95                   |
| Socioeconomically Disadvantaged     | 118              | 112           | 94.92          | 58.93                   |
| English Learners                    | 109              | 106           | 97.25          | 68.87                   |
| Students with Disabilities          | 34               | 33            | 97.06          | 21.21                   |
| 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 530              | 524           | 98.87          | 58.78                   |
| Male                                | 263              | 260           | 98.86          | 57.31                   |
| Female                              | 267              | 264           | 98.88          | 60.23                   |
| Black or African American           | 35               | 35            | 100            | 40                      |
| Asian                               | 19               | 19            | 100            | 73.68                   |
| Filipino                            | 98               | 98            | 100            | 79.59                   |
| Hispanic or Latino                  | 271              | 269           | 99.26          | 52.04                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 66               | 62            | 93.94          | 62.9                    |
| Two or More Races                   | 38               | 38            | 100            | 60.53                   |
| Socioeconomically Disadvantaged     | 118              | 114           | 96.61          | 33.33                   |
| English Learners                    | 109              | 109           | 100            | 45.87                   |
| Students with Disabilities          | 34               | 33            | 97.06          | 15.15                   |
| 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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Contact Person: Principal Ruth Diaz de Leon

Contact Person Phone Number: (619) 421-7080

The parents at Heritage School truly enhance our educational program. The Parent Teacher Organization (PTO) sponsors many projects for the benefit and enjoyment of our children. Many parents and members of the community volunteer in the classrooms and assist with special events. The community feels welcomed at Heritage School and they actively support our school. They recognize the importance of parent engagement as vital to their child's success.

Currently, we offer programs that encourage parent involvement and participation school-wide. Parents participate through the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Organization (PTO), and as classroom volunteers throughout the year. Quarterly Coffee Chats with the principal help maintain ongoing communication and build a strong home-school partnership. A parent volunteer committee supports teachers and students in the classroom. Parents and students are supported through parent trainings and differentiated instruction within the classroom.

All cultures and languages are affirmed and respected at Heritage Elementary School. We embrace diversity and promote acceptance, respect and tolerance.

Teamwork is the key to our school's success. All stakeholders, students, parents, and staff work together to enrich learning opportunities for our students and to make Heritage School a place of educational excellence.

**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**

The safety of students and adults is a priority. Heritage School performs frequent bus evacuation drills, disaster preparedness drills, fire drills, and lock down drills to practice safety procedures. We also offer training for effective playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, and weekly character education lessons. Our quarterly Pride Assembly centers on creating and maintaining a safe and positive learning community. We offer positive reinforcement for behavior through our Heritage Heroes program and Caught You Being Good Slips. Our School Resource Officer (SRO) and school psychologist support Heritage in ensuring that students are safe physically, socially, and emotionally. Heritage School implements the Project Wisdom program. There is ongoing training for students and adults. Our campus fence provides a safety feature to our school. Students must be signed out in the office by the parent or designee prior to leaving the school grounds. All staff and visitors are required to report to the office using the Raptor System, and wear a badge while on campus. Our school's Safety Patrol and parent volunteers assist our school in enforcing traffic and pedestrian safety. Our school's Peace Patrol helps students learn how to resolve issues on the playground. We are proud and confident that students and adults feel safe at school. The School Site Council approved the School Safety Plan on September 13, 2017.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate           | 0.4     | 0.2     | 0.2     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate           | 0.7     | 0.6     | 0.6     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate           | 3.8     | 3.7     | 3.6     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

**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.

| 2017-18 Federal Intervention Program                |        |           |
|-----------------------------------------------------|--------|-----------|
| Indicator                                           | School | District  |
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2013-2014 |
| Year in Program Improvement                         |        | Year 1    |
| Number of Schools Currently in Program Improvement  |        | 16        |
| Percent of Schools Currently in Program Improvement |        | 43.2      |

| Academic Counselors and Other Support Staff at this School |     |
|------------------------------------------------------------|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor                                         |     |
| Counselor (Social/Behavioral or Career Development)        |     |
| Library Media Teacher (Librarian)                          | .4  |
| Library Media Services Staff (Paraprofessional)            | .4  |
| Psychologist                                               | 2.0 |
| Social Worker                                              | .1  |
| Nurse                                                      | .5  |
| Speech/Language/Hearing Specialist                         | 0.6 |
| Resource Specialist                                        | 1   |
| Other                                                      |     |
| Average Number of Students per Staff Member                |     |
| 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.

| Average Class Size and Class Size Distribution (Elementary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|-------------------------------------------------------------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade                                                       | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|                                                             |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|                                                             | 2014-15            | 2015-16 | 2016-17 | 2014-15               | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K                                                           | 23                 | 19      | 20      | 1                     | 2       | 4       | 3       | 4       | 1       |         |         |         |
| 1                                                           | 24                 | 20      | 17      |                       | 2       | 1       | 6       | 3       | 4       |         |         |         |
| 2                                                           | 24                 | 22      | 22      | 1                     | 3       | 1       | 5       | 3       | 4       |         |         |         |
| 3                                                           | 22                 | 21      | 22      | 2                     | 2       | 1       | 3       | 4       | 5       |         |         |         |
| 4                                                           | 29                 | 28      | 27      |                       |         |         | 5       | 4       | 4       |         |         |         |
| 5                                                           | 27                 | 31      | 28      | 1                     |         |         | 3       | 3       | 5       |         |         |         |
| 6                                                           | 30                 | 29      | 28      |                       |         |         | 5       | 5       | 5       |         |         |         |
| Other                                                       | 19                 | 26      | 16      | 1                     | 1       | 1       |         | 1       |         |         |         |         |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

Each year, targeted professional development is offered to teachers and support staff on Fridays, during teacher collaboration, and at district trainings. These planned learning sessions are based on the school's Single Plan for Student Achievement goals and objectives.

To support the transition to the Common Core State Standards, in 2012-13 teachers received professional development in the area of Common Core Math (Algebra Resource Guide and 8 Mathematical Practices), Common Core English Language Arts (ELA) Close Reading, and Common Core Writing (Text Types, Text Structures, and Higher Order Thinking (HOT) questions). During the 2013-14 school year, teachers were provided with professional development in the area of Common Core Speaking and Listening and unpacking the Common Core State Standards. In 2014-15 school year, teachers received ongoing training with the Common Core State Standards in Math, Language Arts, English Language Development, and Writing. In addition, Socratic Seminar was offered on a voluntary basis, which supports our Speaking and Listening focus. Our District-provided Resource Teacher will provide additional staff trainings on Text Dependent questions which supports our HOT journals, Close Reading, and Socratic Seminar sessions. In 2015-16, teachers received on-going training in the areas of reading, writing, listening and speaking from Wilda Storm. Teachers will continue to engage in Professional Learning Communities (PLC's) to collaborate, monitor student progress, and reflect on their teaching practice to improve student learning. In 2016-17, teachers will be provided with math training to include Number Talks, Mathematical Mindset, and Growth Mindset.

Other professional development activities include:

- Wilda Storm Writing
- Text Dependent Questions
- Compendious Summarizing
- Collaborative Conversations
- Critical Thinking & Reasoning
- Socratic Seminar
- Close Reading
- On-line Assessment and Reporting System (OARS) to plan instruction
- Writing Resource Guide
- Algebra Resource Guide
- Response to Intervention Training
- Olweus Anti-Bullying Program
- Gradual Release of Responsibility
- Imagine Learning
- Professional Learning Communities
- Dual Language Immersion- Seven Principles of Effective Programs
- Achieve3000/Kidbiz3000/Smarty Ants Training
- Step-Up to Writing
- California Content Standards
- Edmodo
- iXL Math
- Zones of Regulation

| FY 2015-16 Teacher and Administrative Salaries |                 |                                              |
|------------------------------------------------|-----------------|----------------------------------------------|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$46,672        | \$48,678                                     |
| Mid-Range Teacher Salary                       | \$70,414        | \$78,254                                     |
| Highest Teacher Salary                         | \$93,793        | \$96,372                                     |
| Average Principal Salary (ES)                  | \$124,057       | \$122,364                                    |
| Average Principal Salary (MS)                  |                 | \$125,958                                    |
| Average Principal Salary (HS)                  |                 | \$126,758                                    |
| Superintendent Salary                          | \$265,166       | \$212,818                                    |
| Percent of District Budget                     |                 |                                              |
| Teacher Salaries                               | 38%             | 38%                                          |
| Administrative Salaries                        | 5%              | 5%                                           |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Our school's budget is aligned to our School's Single School Plan for Student Achievement. All stakeholders participate in this process through SSC, PTO, ELAC, and staff.

Programs and services available to support instruction include the following:

- Achieve3000
- Imagine Learning
- RazzKids (K-2)
- Smarty Ants (K-1)
- GATE after school enrichment program
- RiSE Extended Day Program
- English Learner Instructional Assistant
- Library clerk
- Student Monitoring
- Teacher Collaboration (PACE)
- Instructional Leadership Team
- Leveled books (English and Spanish)
- School Psychologist
- District Funded Resource Teacher

### 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.

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--------------------------------------------------------------------|------------------------|------------|--------------|------------------------|
| Level                                                              | Expenditures Per Pupil |            |              | Average Teacher Salary |
|                                                                    | Total                  | Restricted | Unrestricted |                        |
| School Site                                                        | \$9,210.48             | \$2,026.75 | \$7,183.73   | \$77,099.00            |
| District                                                           | ♦                      | ♦          | \$166,094.33 | \$72,171               |
| State                                                              | ♦                      | ♦          | \$6,574      | \$78,363               |
| Percent Difference: School Site/District                           |                        |            | -3.2         | 12.4                   |
| Percent Difference: School Site/ State                             |                        |            | 19.2         | 7.4                    |

\* Cells with ♦ do not require data.