



Halecrest Elementary School

475 East J St. • Chula Vista, CA 91910 • (619) 421-0771 • Grades K-6

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<http://schools.cvesd.org/schools/halecrest/Pages/Home.aspx>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Chula Vista Elementary School District

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District Governing Board

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Armando Farias
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Superintendent

Jeffrey Thiel, Ed.D.

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Oscar Esquivel

**Deputy Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.

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

School Description

Halecrest School is one of 49 schools in the Chula Vista Elementary School District, including charters. The school was built in 1961 and consists of self-contained classrooms, a resource room, a library, and a multipurpose cafeteria.

Halecrest Elementary is an amazing school that invests in "growing" respectful and responsible young adults. Student progress-- in social emotional categories-- is equally important as academics at Halecrest. Halecrest has always believed in developing the whole child. Students are recognized monthly, during a school-wide assembly, for embodying the strengths which promote good citizenship. Beyond the school day, students have many opportunities for extra curricular enrichment: G.A.T.E., Robotics Club, Heartlight Dance, Academic Chess, No Place for Hate Club, 21 different field trip opportunities, DASH, Extended Day Program, Mad Science, Christian Youth Theater (CYT), basketball, soccer, flag football, Fit Kids America class (Yoga, Hip-Hop, Cheerleading, and Soccer), Mileage Running Club, Safety Patrol, and Student Council. Halecrest has Curriculum Night, Fall Festival, a Multi-Cultural Fair, Literacy Week, family movie nights, Folk Dance Festival, and many other fun events. Halecrest continues to support year-round visual and performing art classes. Student, parent, and community involvement is a priority at Halecrest. We hold parent Workshops throughout the year.

The school's site plan goals are focused on improving the proficiency rate of English Language Arts and Math California Standards Tests as well as an increase in the proficiency of the district Local Measures Reading assessment. We also have goals specifically for our English Learners, Special Education, and Socio Economically Disadvantaged target populations.

Mission

Halecrest is committed to a balanced educational program that promotes the development of each student's full potential. Our children are self-reliant, confident, and literate. We are eager learners who effectively process, analyze, and assess information. We also encourage problem solving, responsible decision-making, and a lifelong love of learning.

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 <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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	100
Grade 1	64
Grade 2	66
Grade 3	69
Grade 4	70
Grade 5	67
Grade 6	85
Total Enrollment	521

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.4
Asian	1.9
Filipino	3.5
Hispanic or Latino	67.6
Native Hawaiian or Pacific Islander	1.3
White	19.2
Socioeconomically Disadvantaged	51.6
English Learners	21.7
Students with Disabilities	13.6
Foster Youth	0.6

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			
Halecrest Elementary School	16-17	17-18	18-19
With Full Credential	25	25	24
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	NA		
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Halecrest Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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 Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advanced - adopted July 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin GO MATH Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Halecrest Elementary School is adequate to support our school's current enrollment. Custodial staff perform basic cleaning operations daily.

Students are supervised before school by trained supervisors. The traffic patterns are monitored by administration and assisted by the Chula Vista Police Department. During the school day, the school perimeter is secured so that all visitors must enter and egress through the main office.

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at our school.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	400 Girls RR: Stains on mirror; toilet seat loose CR 704: Back door hard to close; 1 light out; 2 ceiling tiles warped Main Workroom: Dirty counter top, lamp out; speaker doesn't work; stained ceiling tiles Stage: Lamp out, diffuser hanging, lift is out structure, cob webs, graffiti on exterior stairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 502: 3 lights out; stained ceiling tile; middle vent dirty
Electrical: Electrical	Fair	400 Boys RR: Lamp out - 2 CR 304: (1) Lamp out; back door doesn't close properly CR 402: 1 light out; middle vent dirty CR 502: 3 lights out; stained ceiling tile; middle vent dirty CR 704: Back door hard to close; 1 light out; 2 ceiling tiles warped Stage: Lamp out, diffuser hanging, lift is out structure, cob webs, graffiti on exterior stairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	700 Boys RR: Stains on mirror 700 Girls RR: Stains on mirrors Custodian Room: (11)household disinfectant, Dirty Sink faucet. Kinder 201: Drinking fountain does not turn off; back door doesn't close all the way Upper Playground: Rusty; black to track needs dirt by West-South corner due to rain; drinking fountain clogged with sand
Safety: Fire Safety, Hazardous Materials	Good	Lounge: House hold cleaner, air refresher, insecticide, Debris on light.
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 304: (1) Lamp out; back door doesn't close properly CR 704: Back door hard to close; 1 light out; 2 ceiling tiles warped Kinder 201: Drinking fountain does not turn off; back door doesn't close all the way kinder 202: Back door doesn't close all the way; floor tile lifting Upper Playground: Rusty; black to track needs dirt by West-South corner due to rain; drinking fountain clogged with sand
Overall Rating	Good	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. 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	58.0	64.0	62.0	65.0	48.0	50.0
Math	43.0	48.0	49.0	51.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

School Year 2017-18 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	289	262	90.66	63.74
Male	147	134	91.16	56.72
Female	142	128	90.14	71.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.00	81.82
Hispanic or Latino	204	188	92.16	59.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	42	80.77	71.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	152	91.02	53.29
English Learners	79	74	93.67	48.65
Students with Disabilities	52	48	92.31	18.75

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 2017-18 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	289	263	91	47.91
Male	147	135	91.84	46.67
Female	142	128	90.14	49.22
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100	72.73
Hispanic or Latino	204	189	92.65	43.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	42	80.77	52.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	153	91.62	40.52
English Learners	79	75	94.94	34.67
Students with Disabilities	52	48	92.31	8.33

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Contact person: PTA President: Adrian Gutierrez

Contact Phone Number: (619) 421-0771 ext. 3198

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have Parent Training Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children.

Halecrest is proud of the high level of parent interest and involvement in the school. An active Parent-Teacher Association (PTA) sponsors many projects for the benefit and welfare of the children. They coordinate school assemblies, recognition programs, book fairs, and carnivals to enhance the instructional and extra-curricular programs of Halecrest. Volunteers are an integral part of the daily school program.

Six Halecrest parents are members of the School Site Council and take part in planning school activities and programs. Parents are also members of the English Language Advisory Committee, which examines and provides input into the educational program provided for English Language Learners.

Parent Coffees with the Principal are held monthly to open dialogue and share ideas.

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

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness and a School Safety Patrol. Parking lot procedures are monitored to ensure a safe environment for all. Each year a team reviews the status of our Safe School Plan. The team revises the plan and it is then presented to our School Site Council for approval.

This plan includes the following:

Current Status of School Crime, Appropriate Programs and Strategies that Provide School Safety, Child Abuse Reporting Procedures, Suspension and Expulsion Policies, Policy for Notifying Teachers of Dangerous Pupils, Discrimination and Harassment Policy, School –wide Dress Code, Safe Ingress and Egress Procedures, Ensuring a Safe and Orderly Environment, Discipline Policies, Hate Crime Policies and Procedures, Disaster Procedures, Identified Areas of Need/Focus for the Year, Members Involved With Writing the Safe School Plan, SSC Minutes Approving Safe School Plan, and SSC/Planning Committee.

The Safety Plan was approved September 17, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.9	0.7	0.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.25
Psychologist	1
Social Worker	.25
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	19	21	21	3	2	1	2	2	4			
1	21	19	21	1	2	1	2	1	2			
2	21	22	21	1		2	2	3	1			
3	19	21	22	3	1			2	3			
4	22	29	24	1		1	3	2	2			
5	30	21	31		1		2	3	2			
6	26	24	23	1	1	1	2	2	3			
Other		11			2							

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

Professional Development provided for Teachers

Professional development activities are provided each year for all classroom teachers and support teachers. Professional development reflects the school's goals and objectives and are part of our Single Site Plan. Our professional development focus for the 2018-19 school year is collaborative conversations and discussions with an English Language Learner and Math lens. Halecrest's full time resource teacher works with the administration and instructional leadership team to design and conduct professional development. Currently teachers are focusing on collaborative conversations and discussions, GLAD strategies in Math, and Designated ELD time practices. The school's social emotional learning committee also instructs the staff in Zones of Regulation practices and our Positive Behavior Intervention Supports. Halecrest staff receives ongoing training in the area of Guided Language Acquisition to help further serve our English learner population.

Staff members receive professional development and are starting to follow a new professional learning cycle. Teachers get feedback from both their peers and by administration. Staff set school-wide goals for implementation of skills and strategies learned, and work together to ensure all members are successful. Assessment data is used to track our students' response to instruction.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,493.76	\$3,237.68	\$7,256.08	\$76,238.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-200.0	5.5
Percent Difference: School Site/ State			9.9	-2.7

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The site supports a full time psychologist. This allows us to support our three special day classrooms (K/1/2, 3/4, 5/6), our speech therapist program, and our Specialized Academic Instruction (RSP) class. In addition, the psychologist provides in-class and pull-out support for students who are having any problems that are impeding academic, social, or emotional progress. We also fund a 20 hour per week technology support position to support the use of technology as a tool for learning in and out of the classrooms for hardware needs, software needs, and implementation of 21st century lessons. Halecrest implements the following software programs: Imagine Learning, Achieve 3000, EDMODO, Smarty Ants, A-Z, Prodigy, Google Drive accounts, Thrively, and Accelerated Reader. Furthermore, we have Visual and Performing Arts teachers in the areas of dance, art, and music and have hired a part-time Physical Education Teacher for the 2018-2019 school year.

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.