



Halecrest Elementary School

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

Amber MacDonald, Principal

amber.macdonald@cvesd.org

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

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Chula Vista Elementary School District

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

District Governing Board

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Armando Farias

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Superintendent

Jeffrey Thiel, Ed.D.

Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel

Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

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 and character development 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 and character. Beyond the school day, students have many opportunities for extra curricular enrichment: Sing n' Speak Spanish, Robotics Club, Heartlight Dance, Academic Chess, 21 different field trip opportunities, DASH, Extended Day Program, Mad Science, Christian Youth Theater (CYT), basketball, soccer, flag football, 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, Math, and Writing assessments. 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	81
Grade 2	60
Grade 3	62
Grade 4	62
Grade 5	66
Grade 6	69
Total Enrollment	481

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.4
Asian	1.9
Filipino	4
Hispanic or Latino	69.9
Native Hawaiian or Pacific Islander	0.2
White	18.7
Two or More Races	3.1
Socioeconomically Disadvantaged	49.1
English Learners	24.3
Students with Disabilities	16
Foster Youth	0.2

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

Teacher Credentials for Halecrest Elementary	17-18	18-19	19-20
With Full Credential	25	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Halecrest Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0		
Total Teacher Misassignments*	0		
Vacant Teacher Positions	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 2019-20)

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%

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, diffusser 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, diffusser 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	

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	57	65	64	50	50
Math	48	47	51	51	38	39

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 Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.9	23.9	29.9

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

**School Year 2018-19 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	257	237	92.22	57.38
Male	132	120	90.91	51.67
Female	125	117	93.60	63.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	186	167	89.78	53.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	40	97.56	62.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	145	91.19	51.72
English Learners	84	79	94.05	44.30
Students with Disabilities	50	43	86.00	11.63
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 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	256	238	92.97	47.48
Male	132	121	91.67	52.07
Female	124	117	94.35	42.74
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	186	169	90.86	42.60
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	39	97.50	48.72
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	147	92.45	40.82
English Learners	84	81	96.43	35.80
Students with Disabilities	50	44	88.00	6.82
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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 statues 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 9, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.7	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	4.0

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	2	2		21	1	4		17	4	1	
1	19	2	1		21	1	2		25		3	
2	22		3		21	2	1		20	3		
3	21	1	2		22		3		18	3		
4	29		2		24	1	2		23		2	
5	21	1	3		31		2		24		3	
6	24	1	2		23	1	3		26	1	2	
Other**	11	2							10	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 2019-20 school year is collaborative conversations and discussions with an English Language Learner and Math lens. Halecrest's part-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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,493.76	\$3,237.68	\$7,256.08	\$76,238.00
District	N/A	N/A	\$166,094.33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-1.5
School Site/ State	-45.6	-5.9

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

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

Types of Services Funded

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 14 hours 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 we continue to have a part-time Physical Education Teacher for the 2019-2020 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.