



Halecrest Elementary School

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

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<https://halecrest.ptboard.com/home>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Chula Vista Elementary School District

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www.cvesd.org

District Governing Board

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Jeffrey Thiel, Ed.D.

Assistant Superintendent, Human Resources Services and Support

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Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services & Support

Description

Halecrest School is one of 47 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	56
Grade 2	85
Grade 3	62
Grade 4	66
Grade 5	61
Grade 6	65
Total Enrollment	492

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	1.8
Filipino	3.3
Hispanic or Latino	72.6
White	17.9
Two or More Races	2.4
Socioeconomically Disadvantaged	50.4
English Learners	22.8
Students with Disabilities	17.3
Homeless	0.4

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	18-19	19-20	20-21
With Full Credential	24	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Halecrest Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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 2020-21)

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 COVID cleaning protocols operations daily.

During a typical in-person school year.....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.

Right now during the COVID-19 Pandemic, we are in a virtual learning environment with the exception of 24 students who come on to campus daily through the Distance Learning Support Program which is an all day program hosted by the YMCA. Custodians do hourly cleaning of high touch points.

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)Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/14/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Health Office: AC too low air
Interior: Interior Surfaces	Fair	400 Girls RR: Stains on mirror kinder 202: Back door doesn't close all the way; floor tile lifting Workroom: Debris on light.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	CR 402: 1 light out, stained ceiling tile Main Workroom: speaker doesn't work; stained ceiling tiles Stage: Lamp out, IT outlet needs cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	700 Boys RR: Stains on mirror, door hard to close 700 Girls RR: Stains on mirrors
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	CR 304: (1) Lamp out; back door doesn't close properly, stained ceiling tile CR 402: 1 light out, stained ceiling tile CR 502: stained ceiling tile Kinder 201: back door doesn't close all the way, stained ceilingtile Main Workroom: speaker doesn't work; stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	700 Boys RR: Stains on mirror, door hard to close CR 304: (1) Lamp out; back door doesn't close properly, stained ceiling tile Kinder 201: back door doesn't close all the way, stained ceilingtile kinder 202: Back door doesn't close all the way; floor tile lifting Kinder Playground: playtoy rubber cracking Upper Playground: Rusty
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	57	N/A	64	N/A	50	N/A
Math	47	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	32	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Contact person: PTA President: Tiffany Bruno

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 (School Year 2020-2021)

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 January 26, 2021

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.4	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.19	0.6	2.5
Expulsions	0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.5

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21	1	4		17	4	1		16	4	2	
1	21	1	2		25		3		14	4		
2	21	2	1		20	3			17	2	3	
3	22		3		18	3			16	2	2	
4	24	1	2		23		2		22	1	2	
5	31		2		24		3		20	1	2	
6	23	1	3		26	1	2		22	1	2	
Other**					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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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 2020-21 school year is collaborative conversations and discussions with a Math lens. Currently teachers are focusing on collaborative conversations and enhancing their practices in the distance learning virtual model. The school's social emotional learning committee also instructs the staff in Zones of Regulation practices and our Positive Behavior Intervention Supports. Halecrest staff has access to Professional Development in all subject areas through the CVESD Teacher Portal. There are recorded sessions for both technology implementation and academic supports and scaffolds.

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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,655	\$51,004
Mid-Range Teacher Salary	\$77,932	\$82,919
Highest Teacher Salary	\$103,806	\$104,604
Average Principal Salary (ES)	\$137,324	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$308,616	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
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 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13,843.63	4,941.43	8,902.20	85,614
District	N/A	N/A	190,145,679	\$81,733
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	4.6
School Site/ State	13.8	1.7

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

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, Smarty Ants, A-Z, Prodigy, Seesaw, Nearpod, 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. Three noon duty aides are supported by school funds.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.