

# Heritage Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Heritage Elementary School
<b>Street</b>	1450 Santa Lucia Road
<b>City, State, Zip</b>	Chula Vista, CA 91913
<b>Phone Number</b>	(619) 421-7080
<b>Principal</b>	Daniel Romo
<b>Email Address</b>	daniel.romo@cvesd.org
<b>School Website</b>	<a href="https://heritage.cvesd.org/">https://heritage.cvesd.org/</a>
<b>County-District-School (CDS) Code</b>	37-68023-6037832

## 2023-24 District Contact Information

<b>District Name</b>	Chula Vista Elementary School District
<b>Phone Number</b>	(619)425-9600
<b>Superintendent</b>	Dr. Eduardo Reyes, Superintendent
<b>Email Address</b>	eduardo.reyes@cvesd.org
<b>District Website</b>	www.cvesd.org

## 2023-24 School Description and Mission Statement

### 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 750 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~

Heritage's mission is that students are progressing towards being contributors in a global society. We celebrate diversity, values, and multilingualism. We are committed to excellence in promoting diverse, engaging first instruction and meaningful learning with the "whole-child" in mind. Our students are self-empowered individuals who persevere to solve problems while being resourceful, innovative, and socially conscious thinkers for their immediate future and beyond.

### ~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 this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	131
Grade 1	104
Grade 2	89
Grade 3	105
Grade 4	112
Grade 5	109
Grade 6	93
<b>Total Enrollment</b>	<b>743</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6%
Male	54.4%
Asian	4.2%
Black or African American	6.9%
Filipino	13.7%
Hispanic or Latino	54.8%
Two or More Races	10.4%
White	9.6%
English Learners	15.3%
Homeless	0.8%
Socioeconomically Disadvantaged	31.9%
Students with Disabilities	8.2%

#### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.80	84.36	1227.00	88.68	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.10	0.37	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	1.52	31.40	2.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.00	1.01	12115.80	4.41
<b>Unknown</b>	4.60	14.13	106.00	7.66	18854.30	6.86
<b>Total Teaching Positions</b>	32.90	100.00	1383.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.50	77.94	1266.50	87.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.80	0.48	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.94	22.80	1.59	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.94	33.90	2.36	11953.10	4.28
<b>Unknown</b>	5.50	16.18	109.80	7.63	15831.90	5.67
<b>Total Teaching Positions</b>	34.00	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.50
Local Assignment Options	0.00	0.50
<b>Total Out-of-Field Teachers</b>	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

12/5/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces		X		402 CR: Vinyl seam coming apart to access the RR - joint needs to be repaired 403 CR: Vinyl seam coming apart to access the RR - joint needs to be repaired 404 Kinder: Transition strip has a gap in between the vinyl floor and the carpet // VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. 501 CR: Carpet seams failing - reglue 504 CR: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 505 CR: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 506 CR: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting

## School Facility Conditions and Planned Improvements

machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.

507

CR: \* The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.

508

CR: HC Sign broken and faded / Chipped laminate \*  
The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.

509

CR: sink needs caulking \* The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.

602

CR: Stained carpet - \* The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. // \* Household wipes, insecticides, disinfecting sprays, and cleaning products (no MSDS present on site - health hazard)

603

CR: Carpet stains \* The carpet is heavily stained and saturated with cleaning agent and need reconditioning.



## School Facility Conditions and Planned Improvements

			<p>It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.</p> <p>Admin Boys RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. // stained toilet paper dispenser in HC stall</p> <p>Administration/ Main Office: Carpet needs to be cleaned ( deep extraction need)</p> <p>Health Office: Stain counter next to the sink // Storage area VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p> <p>Library Work Room : Carpet seam is tearing</p> <p>Nurse's Office: Carpet stain under mat, carpet may need to be replace in hat section of the room.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>400 Bldg Boys RR: Terrazzo floor in restrooms- *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard.</p> <p>400 Custodian : needs cleaning</p> <p>400 Work Room: Used for storage // clutter and unorganized</p> <p>400Bldg. Storage: Use for safety patrol - unorganized and lots of webs and dusty</p> <p>410 CR: 500 Communications: used for storage</p> <p>501 Storage Room: Completely full unable to have access</p> <p>503 Storage Room: Completely full unable to have access</p> <p>600 Boys RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard.</p> <p>600 Girls RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard.</p> <p>Admin Work Room: It is the Psychologist Office now - space is a bit full.</p> <p>Curriculum/Storage next to 401</p>

**School Facility Conditions and Planned Improvements**

		<p>: used as storage - full / no access Remove Combustible Storage          Combustible material shall not be stored in boiler rooms, mechanical rooms, or electrical equipment rooms. Remove material. Multiple communications rooms have storage. Remove storage from all utility rooms. Multiple electrical rooms noted to have combustible material stored inside. Remove stored combustible material from all electrical rooms. This shall be enforced throughout the campus.          CFC, Section 315.3.3          Curriculum/Storage next to 410</p> <p>: used for storage - full / noaccess Remove Combustible Storage          Combustible material shall not be stored in boiler rooms, mechanical rooms, or electrical equipment rooms. Remove material. Multiple communications rooms have storage. Remove storage from all utility rooms. Multiple electrical rooms noted to have combustible material stored inside. Remove stored combustible material from all electrical rooms. This shall be enforced throughout the campus.          CFC, Section 315.3.3          Custodian Storage and Water Heater: Needs to be cleaned          Kitchen Pantry:          Lounge: Carpet spotted - * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.          Playground Boys RR: mirror stain. VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.          Playground Girl's RR: VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p>
<p><b>Electrical</b></p>	<p>X</p>	<p>401 CR: outlet splitter under the whiteboard 605 CR: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative</p>

## School Facility Conditions and Planned Improvements

		<p>material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <a href="https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title">https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title</a> 19 Div. 1, Section 3.08</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>X</p>	<p>401/402 Boys RR: Terrazzo floor in restrooms / Vinyl floor in hallway - *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scothgard.and the hallway VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. 509 CR: sink needs caulking * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 701 CR: Loose handle on the water fountain Admin Boys RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scothgard. // stained toilet paper dispenser in HC stall Admin Girls RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scothgard. Admin Men's RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper</p>

## School Facility Conditions and Planned Improvements

			<p>(Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard.</p> <p>Admin Women's RR: 1 toilet seat loose.// *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard.</p> <p>Playground Boys RR: mirror stain. VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>400 Work Room: Used for storage // clutter and unorganized 401 Electrical : Full of custodial equipment // Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 410 CR: 501 Storage Room: Completely full unable to have access 503 Storage Room: Completely full unable to have access 603 CR: Carpet stains * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. 605 CR: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached"</p>

(CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.

Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 608 CR:

Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.

Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.

Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 700

Communications: Used for storage // door does not close on swing // Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36” clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 700 Electrical: Used for storage Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1.

1. Maintain 36” clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 700 Electrical: Used for storage Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1.

## School Facility Conditions and Planned Improvements

				<p>Maintain 36" clearance around electrical panels. 2. Remove all combustibile items from Electrical room. CFC Section 604.3 703 CR: * Household wipes, insecticides, disinfecting sprays, and cleaning products (no MSDS present on site - health hazard) // Laminate chipped / missing on PC counter 800 Electrical: used for storage Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustibile items from Electrical room. CFC Section 604.3 803 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <a href="https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title">https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title</a> 19 Div. 1, Section 3.08 805 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching mate</p>
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			700

## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences		<p>Communications: Used for storage // door does not close on swing //</p> <p>Provide Clearance for Electrical Panel</p> <p>A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.</p> <ol style="list-style-type: none"> <li>1. Maintain 36" clearance around electrical panels.</li> <li>2. Remove all combustible items from Electrical room.</li> </ol> <p>CFC Section 604.3 702 CR: Weatherstrip missing on frame of door Play Toy: needs powerwashing</p>
--	--	--

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	71	68	54	53	47	46
<b>Mathematics</b> (grades 3-8 and 11)	63	59	41	43	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	421	413	98.10	1.90	68.28
<b>Female</b>	188	186	98.94	1.06	73.66
<b>Male</b>	233	227	97.42	2.58	63.88
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	20	100.00	0.00	80.00
<b>Black or African American</b>	27	27	100.00	0.00	55.56
<b>Filipino</b>	59	57	96.61	3.39	84.21
<b>Hispanic or Latino</b>	231	228	98.70	1.30	65.35
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	38	38	100.00	0.00	76.32
<b>White</b>	45	43	95.56	4.44	58.14
<b>English Learners</b>	52	45	86.54	13.46	26.67



<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	136	131	96.32	3.68	54.96
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	44	41	93.18	6.82	34.15

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	421	418	99.29	0.71	59.33
<b>Female</b>	188	187	99.47	0.53	53.48
<b>Male</b>	233	231	99.14	0.86	64.07
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	20	100.00	0.00	85.00
<b>Black or African American</b>	27	27	100.00	0.00	44.44
<b>Filipino</b>	59	59	100.00	0.00	72.88
<b>Hispanic or Latino</b>	231	229	99.13	0.87	55.90
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	38	38	100.00	0.00	57.89
<b>White</b>	45	45	100.00	0.00	57.78
<b>English Learners</b>	52	50	96.15	3.85	32.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	136	135	99.26	0.74	45.19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	44	41	93.18	6.82	31.71

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	52.38	38.60	36.97	34.95	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	114	114	100.00	0.00	38.60
<b>Female</b>	57	57	100.00	0.00	31.58
<b>Male</b>	57	57	100.00	0.00	45.61
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	15	15	100.00	0.00	33.33
<b>Hispanic or Latino</b>	68	68	100.00	0.00	39.71
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	15	100.00	0.00	40.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	39	39	100.00	0.00	33.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	17	100.00	0.00	29.41

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	81.58%	80.70%	79.82%	80.70%	79.82%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Contact Person: Jacqueline Gracia  
Contact 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.

Currently, we offer programs that encourage parent involvement and participation school-wide. Parents participate through the School Site Council (SSC), English Learner Advisory Committee (ELAC), Budget Advisory Committee (BAC), District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Black Learners Advisory Committee (BLAC) and Parent Teacher Organization (PTO). Volunteers are always welcome.

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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	808	796	150	18.8
Female	371	365	56	15.3
Male	437	431	94	21.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	32	31	1	3.2
Black or African American	55	54	8	14.8
Filipino	109	107	17	15.9
Hispanic or Latino	444	438	94	21.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	80	79	13	16.5
White	82	81	16	19.8
English Learners	136	132	33	25.0
Foster Youth	0	0	0	0.0
Homeless	6	6	0	0.0
Socioeconomically Disadvantaged	285	282	80	28.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	79	17	21.5

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.12	0.25	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.25	0
Female	0	0
Male	0.46	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.23	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.25	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 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 lockdown 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 monthly Blacktop Assembly centers on creating and maintaining a safe and positive learning community. We offer positive reinforcement for behavior through our Heritage Heroes program and High Five 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 and Zones of Regulation for emotional management. 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. We are proud and confident that students and adults feel safe at school. The School Site Council approved the School Safety Plan in September, 2023 and the Board of Education approval date for the CSSP is January 17, 2024.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	5	1	
1	20	1	4	
2	51		1	4
3	36	1		4
4	47			4
5	31	1	2	2
6	58			4

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	42	1		6
1	39	1		3
2	34		2	3
3	34	1	1	4
4	42	1	1	3
5	37	1	1	2
6	30		3	1

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	44	0	0	6
1	37	0	1	4
2	32	1	1	3
3	58	0	0	5
4	62	0	1	4
5	59	0	0	5
6	94	1	0	3
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.1
<b>Social Worker</b>	0.5
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	1.4
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	13,070.27	4,398.44	8,671.83	86,831
<b>District</b>	N/A	N/A	8,864.49	\$87,887
<b>Percent Difference - School Site and District</b>	N/A	N/A	-2.2	1.5
<b>State</b>	N/A	N/A	\$7,607	\$89,574
<b>Percent Difference - School Site and State</b>	N/A	N/A	27.2	-0.5

## Fiscal Year 2022-23 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)
- i-Raedy
- GATE after school enrichment program
- Impact Teacher
- English Learner Instructional Assistant
- Library clerk
- Student Monitoring (SWIS)
- Teacher Collaboration
- Instructional Leadership Team
- Leveled books (English and Spanish)
- School Psychologist
- Sanford Harmony (SEL)
- Zones of Regulation

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$54,003	\$54,215
<b>Mid-Range Teacher Salary</b>	\$81,474	\$86,843
<b>Highest Teacher Salary</b>	\$108,524	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$147,193	\$140,851
<b>Average Principal Salary (Middle)</b>	\$0	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$270,400	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	36.2%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	4.69%	5.15%



## Professional Development

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 School Plan for Student Achievement goals and objectives.

Staff participate in District professional development opportunities in the areas of Math, Language Arts and the implementation of Common Core State Standards. In addition to our classroom teachers, Heritage employs four part-time program support teachers to enhance the educational program. These teachers provide instruction in the areas of media arts, visual arts, music, and physical education. While these teachers are providing instruction in these areas, classroom teachers are given the opportunity to collaborate and review instructional practices, as well as receive professional development in identified areas of need.

Our 7/19/22 professional learning focused on restorative practices  
 Our 8/12/22 professional learning focused on Math: Instructional Best Practices and Lesson Study  
 Our 11/4/22 professional development focused on ELD  
 Our 12/2/22 professional development focused on Understanding Student Behaviors - MTSS Team  
 Our 1/20/23 professional development focused on LGBTQ+ by Dr. Vinnie Pompei  
 Our 1/27/23 professional development focused on launching our new student-based program: Anchored for Life  
 Our 2/10/23 professional development will focus on High-Impact learning Strategies

Professional development (PD) delivery: PD has been provided via a variety of methods including, but not limited to:

- \* on site staff meetings;
- \* reciprocal teacher observation;
- \* professional texts and readings;
- \* professional development provided by the district;
- \* resource teacher modeled and/or coached, as needed through January 2019, when she was promoted to a position at the district office; and,
- \* feedback and modeling provided by administration

Teacher support during implementation:

- \* Teachers are encouraged to implement these new instructional strategies and observed through the lens of safe practice.
- \* Teachers receive instructional feedback via regular walkthroughs or regularly scheduled observations by administration, and are encouraged not only to consider next steps but to share their findings within their grade levels and system-wide.
- \* Biweekly observation findings are shared during professional development meetings and in grade-level collaboration.
- \* Quarterly student monitoring, regular observations of student learning and teacher practice are discussed with each teacher where we share strategies and next steps for instructional plans for growth for each child.
- \* A compilation of student progress is shared regularly with staff for consideration of adjustments in their practice.
- \* Quarterly instructional conferences are held with teachers to discuss instructional suggestions/strategies and techniques and open up to questions or feedback they may seek.

Other professional development activities include:

Collaborative Conversations  
 Critical Thinking & Reasoning  
 Teacher Clarity Handbook  
 Sanford Harmony  
 Professional Learning Communities  
 Guiding Principles of Dual Language Education  
 Achieve3000/Kidbiz3000/Smarty Ants Training  
 MTSS

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			