



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>

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



Chula Vista Elementary School District

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

District Governing Board

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

District Administration

Francisco Escobedo, Ed.D.
Superintendent
Jeffrey Thiel, Ed.D.

Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel

Assistant Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Halecrest School is one of 46 schools in the Chula Vista Elementary School District. The school was built in 1961 and consists of self-contained classrooms, a resource room, a library, and a multipurpose cafeteria.

Halecrest Elementary is an amazing school that invests in "growing" respectful and responsible young adults. Student progress-- in social emotional categories-- is equally important as academics at Halecrest. Halecrest has always believed in developing the whole child. Students are recognized monthly, during a school-wide assembly, for embodying the strengths which promote good citizenship. Beyond the school day, students have many opportunities for extra curricular enrichment: Ted Ed Club, G.A.T.E., Biz Town, 21 different field trip opportunities, DASH, Extended Day Program, Mad Science, Christian Youth Theater (CYT), basketball, soccer, flag football, Fit Kids America class (Yoga, Lacrosse, Cheerleading, and Volleyball), Mileage Running Club, Safety Patrol, Student Council, and flag football. Halecrest has Curriculum Night, Fall Festival, Jr. Achievement, 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. (i.e. Cyberbullying, Domestic Violence, Sex Crimes and Human Trafficking, Brain Based presentation: Optimism and the Brain, Teen and Tween Brain Development, and The Brain and Testing.

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

Mission

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

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	85
Grade 1	63
Grade 2	68
Grade 3	70
Grade 4	63
Grade 5	87
Grade 6	67
Total Enrollment	503

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.4
Asian	1.8
Filipino	3.2
Hispanic or Latino	70.6
Native Hawaiian or Pacific Islander	1.2
White	17.9
Two or More Races	3
Socioeconomically Disadvantaged	48.1
English Learners	26
Students with Disabilities	14.9
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Halecrest Elementary School	15-16	16-17	17-18
With Full Credential	24	25	25
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

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

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/1/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				Main Workroom: Dirty counter top, lamp out. Stage: Lamp out, diffuser hanging, lift is out structure, cob webs, graffiti on exterior stairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				CR 502: Stain counter. Stage: Lamp out, diffuser hanging, lift is out structure, cob webs, graffiti on exterior stairs.
Electrical: Electrical		X			400 Boys RR: Lamp out. CR 304: (7) Lamp out health Office: Debris on light. Lounge: House hold cleaner, air refresher, insecticide, Debris on light. Main Workroom: Dirty counter top, lamp out. Office: half circle lights last one is out and makes lots of noise, lamp out. Stage: Lamp out, diffuser hanging, lift is out structure, cob webs, graffiti on exterior stairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			700 Boys RR: Middle faucet, (hand wash water faucet) 700 Girls RR: Second toilet seat is loose. Custodian Room: (11)household disinfectant, Dirty Sink faucet. Kinder 201: Drinking fountain does not turn off. kinder 202: Door closed to fast Staff womens: Loose seat.
Safety: Fire Safety, Hazardous Materials	X				CR 704: Exit door closed to hard, air fresher. health Office: Debris on light. Lounge: House hold cleaner, air refresher, insecticide, Debris on light.
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				CR 704: Exit door closed to hard, air fresher. kinder 202: Door closed to fast Staff mens: (15) door will not shut Stage: Lamp out, diffuser hanging, lift is out structure, cob webs, graffiti on exterior stairs. Upper Playground: (14) Rake wood chips at main toy.
Overall Rating	Exemplary	Good	Fair	Poor	Work orders submitted for maintenance and repairs
		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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	59	58	62	62	48	48
Math	48	43	48	49	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	71	65	67	62	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.5	18.8	1.2

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	70	69	98.6	65.2
Male	44	44	100.0	61.4
Female	26	25	96.2	72.0
Hispanic or Latino	56	56	100.0	62.5
Socioeconomically Disadvantaged	38	37	97.4	59.5
English Learners	20	20	100.0	50.0
Students with Disabilities	17	17	100.0	47.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	262	92.58	57.63
Male	147	133	90.48	48.12
Female	136	129	94.85	67.44
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	208	195	93.75	56.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	36	83.72	55.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	151	93.21	52.98
English Learners	88	83	94.32	43.37
Students with Disabilities	52	48	92.31	16.67
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	263	92.93	42.97
Male	147	134	91.16	38.06
Female	136	129	94.85	48.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	208	196	94.23	39.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	36	83.72	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	152	93.83	41.45
English Learners	88	84	95.45	34.52
Students with Disabilities	52	48	92.31	10.42
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Contact person: PTA President: Becky Torres

Contact Person 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.

Halecrest also boasts an annual Junior Achievement Program where parent volunteers and community members are trained extensively in order to teach this economy-based program to students at all grade levels.

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 11, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.1	0.9	0.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.25
Psychologist	1
Social Worker	.25
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	19	21		3	2	4	2	2			
1	20	21	19	1	1	2	2	2	1			
2	22	21	22		1		2	2	3			
3	23	19	21		3	1	4		2			
4	23	22	29	1	1		2	3	2			
5	31	30	21			1	2	2	3			
6	22	26	24	2	1	1	2	2	2			
Other	14		11	1		2						

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

Professional Development provided for Teachers

Professional development activities are provided each year for all classroom teachers and support teachers. Professional development reflects the school's goals and objectives and are part of our Single Site Plan. Our professional development focus for the 2017-18 school year is collaborative conversations and discussions with a an English Language Learner and math lens. Halecrest's full time resource teacher works with the administration and instructional leadership team to design and conduct professional development. Currently teachers are focusing on collaborative conversations and discussions, GLAD strategies in Math, and Designated ELD time practices. The school's social emotional learning committee also instructs the staff in Restorative Justice practices. 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,493.76	\$3,237.68	\$7,256.08	\$76,238.00
District	♦	♦	\$166,094,33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-2.9	2.9
Percent Difference: School Site/ State			19.6	-1.6

* Cells with ♦ 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). 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 25 hour per week technology support position to support the use of technology as a tool for learning in and out of the classrooms for hardware needs, software needs, and implementation of 21st century lessons. Halecrest implements the following software programs: Imagine Learning, Achieve 3000, EDMODO, and Accelerated Reader. Furthermore, we have Visual and Performing Arts teachers in the areas of dance, art, and music.

DataQuest

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

Internet Access

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