

Peggy Heller Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Peggy Heller Elementary School
Street	201 Lake View Drive
City, State, Zip	Atwater, CA 95301
Phone Number	(209) 357-6517
Principal	Lyndsay Olds
E-mail Address	lolds@aesd.edu
Web Site	http://ph-atwater-ca.schoolloop.com/
CDS Code	24-65631-6113161

District Contact Information	
District Name	Atwater Elementary School District
Phone Number	(209) 357-6100
Superintendent	Sandra Schiber
E-mail Address	sschiber@aesd.edu
Web Site	www.aesd.edu

School Description and Mission Statement (School Year 2017-18)

Peggy Heller School is one of six elementary (TK-6) schools in the Atwater Elementary School District. It is the newest school with its doors first opening in August 1995.

At Peggy Heller School, students, staff, and community members are actively involved in learning. We have a high quality instructional program, which is continually monitored and improved. Our staff is dedicated to meeting the needs of students and helping them to meet grade level standards. The team continues to grow professionally through collaboration, reflecting upon their practices, keeping abreast of current educational research, and sharing areas of expertise. Our parent groups on campus are active and continually seek opportunities to improve our school and provide experiences for our students.

The mission of Peggy Heller School:

Peggy Heller School promotes a safe, academically challenging atmosphere through Smart choices, Organization, Attitude, and Respect and Responsibility (S.O.A.R.).
Every Student, Every Classroom, Every Day!

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	94
Grade 1	71
Grade 2	80
Grade 3	82
Grade 4	85
Grade 5	79
Grade 6	84
Total Enrollment	575

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.7
Asian	4.7
Filipino	0.2
Hispanic or Latino	63.1
Native Hawaiian or Pacific Islander	0
White	27.3
Two or More Races	2.8
Socioeconomically Disadvantaged	63.5
English Learners	16.3
Students with Disabilities	9.2
Foster Youth	0.5

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24.5	24	24	214
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: December 2017

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Wonders/Houghton Mifflin Harcourt 2016 6-8 Study Sync/McGraw Hill 2016 4-8 Read180 HMH Intervention Solutions 2012	Yes	0
Mathematics	K-5 EnvisionMATH/Pearson 2015 6-8 California Math, Courses 1, 2, and 3/McGraw Hill	Yes	0
Science	K-6 Pearson/Scott Foresman California Science 2008	Yes	0
History-Social Science	K-5 McMillan/McGraw Hill California Vistas 2007 6 Holt California Social Studies 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Peggy Heller School is comprised of 24 classrooms, a library, auditorium, kitchen, and office complex. With 21 regular education classrooms, 2 special day classrooms, 1 and intervention room.

Students are provided a safe, orderly environment in which to learn. Supervision is provided by classroom teachers, campus supervisors, instructional assistants, and administration. Playground equipment is inspected by the custodian on a monthly basis. Emergency drills are practiced regularly.

The custodian, supported by District maintenance personnel, makes needed repairs and improvements. The Peggy Heller School Safety Committee/School Site Council meets regularly and discusses safety concerns.

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/16/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/16/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			ROOM 2: GENERAL CLEANING REQUIRED. EXCESS PAPER TO BE REMOVED. ROOM 3: WATER LEAK, COMPLETED VIA WO. REMOVE EXCESS CORDS (CHROME BOOKS). SINK HANDLE REPLACEMENT VIA WO. ROOM 4: WATER LEAK, COMPLETED VIA WO. REMOVE EXCESS CORDS (CHROME BOOKS). ROOM: 5: WATER LEAK, COMPLETED VIA WO. REMOVE EXCESS CORDS (CHROME BOOKS). CASE WORK ITEM TO BE COMPLETED VIA WO (SHELVES)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains			X	ROOM 1: GENERAL CLEANING REQUIRED. BATHROOMS USED AS STORAGE NEEDING BE REMOVE EXCESS ITEMS. BLIND REPLACEMENT NEEDED
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/16/2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	53	61	44	48	48	48
Mathematics (grades 3-8 and 11)	35	41	31	33	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	322	322	100	60.87
Male	173	173	100	50.87
Female	149	149	100	72.48
Asian	14	14	100	50
Hispanic or Latino	204	204	100	59.31
White	86	86	100	67.44
Socioeconomically Disadvantaged	211	211	100	54.03
English Learners	108	108	100	57.41
Students with Disabilities	41	41	100	19.51

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	322	322	100	40.68
Male	173	173	100	36.99
Female	149	149	100	44.97
Asian	14	14	100	28.57
Hispanic or Latino	204	204	100	37.75
White	86	86	100	52.33
Socioeconomically Disadvantaged	211	211	100	33.18
English Learners	108	108	100	33.33
Students with Disabilities	42	42	100	7.14

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	55	65	54	50	60	56

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.

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.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.4	31.6	19.7

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.

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)

Parents are encouraged to join the Peggy Heller Parent Club and participate in other school site committees. Input from parents is always valued and welcomed. To learn more about our School Site Council meetings as well as our English Learners Advisory Committee meetings please contact the school office at (209) 357-6517.

Peggy Heller School has a very active Parent Club. They have raised funds for a variety of projects, including: field trips for all grade levels and meeting various needs on campus (technology). Future needs include recess equipment, copyright licensing, and technological support.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.59	3.1	2.36	4.32	4.16	5.35	3.79	3.65	3.65
Expulsions	0	0	0	0.13	0	0.07	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

At Peggy Heller School, we believe meaningful learning must occur in a safe, disciplined, and positive environment. To achieve such an environment, a set of expectations for student behavior, attendance, and dress has been established. Student dress code and consequences for inappropriate behavior are outlined in the student handbook/agenda. The rules/expectations are distributed at the beginning of each school year and when a new student enrolls.

Supervision is provided by classroom teachers, campus supervisors, instructional assistants, and the administrative staff. The campus gates are locked when school starts and unlocked at dismissal, keeping the grounds safe from unwanted visitors. All visitors must sign in and enter through the office.

The custodial staff does an excellent job of keeping the grounds clean and safe for students. Playground equipment and facilities are inspected by the custodian on a regular basis. Emergency drills are conducted monthly.

Student and staff safety is addressed in the School Safety Plan and the Emergency Action Plan. The School Site Council/Safety Committee meets regularly to discuss concerns and update the School Safety Plan.

Safety Plan was reviewed and approved on November 14, 2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	55.6

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	3		26		4		24		4	
1	25		3		27		3		23		3	
2	27		3		26		3		26		3	
3	23		3		21	1	3		27		3	
4	27		3		31		2		32		2	
5	30		2		31		3		32		2	1
6	27	1	2		26	1	1	1	23	1	3	
Other									3	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.20	N/A
Social Worker	0	N/A
Nurse	0.20	N/A
Speech/Language/Hearing Specialist	0.50	N/A
Resource Specialist	0	N/A
Other	2	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3,809.00	\$517.00	\$3,292.00	\$69,203.55
District	N/A	N/A	\$3,494.89	\$75,409
Percent Difference: School Site and District	N/A	N/A	-5.8	0.2
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	-29.8	2.8

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

Types of Services Funded (Fiscal Year 2016-17)

Atwater Elementary School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on a yearly basis based on student population and needs at each individual site. Listed below are the types of funds AESD receives.

Federal Programs:

Title I, Part A

Title III, LEP

State Programs:

After School Education and Safety (ASES)

General and Categorical funding are strategically used to increase student learning. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement.

Expenses include, but are not limited to, staff professional development, supplemental instructional materials, technology, and extended day learning opportunities for students.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,212	\$47,034
Mid-Range Teacher Salary	\$72,302	\$73,126
Highest Teacher Salary	\$91,818	\$91,838
Average Principal Salary (Elementary)	\$106,645	\$116,119
Average Principal Salary (Middle)	\$107,835	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$175,546	\$178,388
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers participate in two grade level collaboration trainings each year. They are also released by substitute teachers to receive additional training during the school year for academic conferencing. After school and summer optional trainings are also offered. During the last four school years, teachers have been provided on-going professional development in the areas of Strategic Schooling Strategies, Effective Instruction for English Learners, Technology, and Writing. New professional development sessions for teachers this year focused on additional training in the new ELA adoption, Depth of Knowledge and training regarding CAASPP scoring. The district has four instructional coaches to help all teachers in the following areas, ELA, ELD, Math and Assessments, and Technology. School sites participate in site specific professional development, based on their data, during weekly Professional Collaboration (PC) meetings. All schools participate in grade level academic conferencing pull out days for teachers to discuss student progress, data, and future instruction based upon the data gathered. In total, each grade level has a minimum 2 full pull out days a year. In addition, new teachers to the district receive another layer of support with the Induction Program. This includes two days of trainings, after-school trainings, visiting other classrooms in the district with their induction mentor.