



Heather Elementary School

2757 Meledy Dr. • San Carlos, CA 94070 • (650) 508-7303 • Grades K-4

Pam Jasso, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year

San Carlos Elementary School District

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District Governing Board

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Michelle Nayfack
Carol Elliott
Kathleen Farley
Neil Layton

District Administration

Mary Jude Doerpinghaus
Superintendent
Allison Liner

Interim Assistant Superintendent of Educational Services

Robert Porter
Chief Operations Officer

Vision of the San Carlos School District

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

1. Reaching their highest academic, social, emotional, intellectual, and physical potential; and
2. Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and
3. Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide

Principal's Message

Heather School is a community of learners and educators, including involved parents, who are committed to providing an innovative and engaging learning environment that fosters the development of the Whole Child and prepares our students to be successful, contributing citizens of the 21st Century. Through partnering with staff, parents and the community, we strive to promote an environment where children are encouraged to take risks as they experience diverse and challenging intellectual opportunities, academic as well as social and emotional. Heather students are nurtured both as individuals and as members of a community who collaborate together in their learning.

Heather has a beautiful campus. At its heart is the amphitheater where students, staff, and parents gather for whole school assemblies, student lunches, and family activities. We have an active and caring parent community who are true partners with the school in developing their children's education and endeavors. The school is supported by the leadership of a forward-thinking school board and a progressive district office. We have amazing support from the community through the efforts and commitment of the San Carlos Education Foundation (SCEF). SCEF keeps essential programs alive, programs that state budget cuts have eliminated from districts all over the state. SCEF helps fund Heather's music program, literacy and technology associates, our librarian, school counselor, the P.E. program, study trips and more. Our teachers and staff are highly qualified, caring individuals. They are dedicated to making certain that every child's needs are met, both academically and socially. Currently, we are implementing the Common Core State Standards as well as the San Carlos School District Strategic Plan. These efforts include a focus on project-based learning and technology-infused education, personalizing learning and ensuring that all students acquire critical 21st Century Skills such as Communication, Collaboration, Critical Thinking and Problem Solving, Creativity and Civility. Education requires teamwork, and it is my sincere pleasure to be able to work with the Heather staff, parents, and students as we continue to learn together and promote the success of all of our students.

Pam Jasso, Principal

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	75
Grade 1	85
Grade 2	82
Grade 3	97
Grade 4	95
Total Enrollment	434

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	15.4
Filipino	1.8
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.5
White	48.8
Two or More Races	14.5
Socioeconomically Disadvantaged	7.6
English Learners	17.3
Students with Disabilities	10.1
Foster Youth	0

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			
Heather Elementary School	15-16	16-17	17-18
With Full Credential	21	24	22
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Carlos Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	162
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Heather Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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 school district held a public hearing on September 14, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual instructional materials in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education and in alignment with the development of State Standards and Frameworks, making the textbooks and materials used in the school the most currently available. As part of the adoption process, materials are piloted and selected by a selection committee composed of teachers and administrators. When materials are being recommended for adoption, they are made available for parent examination at the district office prior to adoption and/or parents are invited to provide input via other means. Recommendations from the committee are then brought to the Board for adoption.

Textbooks and Instructional Materials Year and month in which data were collected: September 8, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Lucy Calkins Writing Units of Study Adopted in 2013 Lucy Calkins Reading Units of Study Adopted 2015 Words Their Way Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt: Math in Focus Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education: Foss Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Adopted in 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

One of Heather Elementary's special characteristics is its campus layout. The school is centered around a large amphitheater, providing a location for outside lunch, morning assembly, and other school activities. It gives the campus an intimate feel and allows easy access to all areas of the school. Two large play yards, and the Heather Field provide recess, PE and outdoor activities for students. Many of our classrooms enjoy individual courtyards and class gardens. Heather Elementary was originally constructed in 1963 and is comprised of 21 classrooms, one multipurpose room, a library/media center, including a literacy support/tech room, a staff workroom, an administrative building, including the staff lounge, and two playgrounds. The Heather administration building was newly built in 2001, and the library/media center was fully modernized in 2005, along with the kindergarten wing. The remaining classrooms were all remodeled in 2006-07.

Cleaning Process

The principal works daily with the custodial staff of a full-time day custodian and full-time night custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair District

Maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/19/16

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				Note: Poor HVAC units and a roof needing to be replaced.
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
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. 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	75	83	77	77	48	48
Math	70	78	73	72	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.

**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	191	187	97.91	83.42
Male	97	94	96.91	77.66
Female	94	93	98.94	89.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100	80.77
Filipino	--	--	--	--
Hispanic or Latino	38	38	100	68.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	83	96.51	90.36
Two or More Races	31	30	96.77	96.67
Socioeconomically Disadvantaged	16	16	100	62.5
English Learners	38	36	94.74	58.33
Students with Disabilities	15	14	93.33	42.86

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	191	187	97.91	77.54
Male	97	94	96.91	79.79
Female	94	93	98.94	75.27
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100	84.62
Filipino	--	--	--	--
Hispanic or Latino	38	38	100	52.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	83	96.51	84.34
Two or More Races	31	30	96.77	90
Socioeconomically Disadvantaged	16	16	100	31.25
English Learners	38	36	94.74	47.22
Students with Disabilities	15	14	93.33	42.86

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)

Heather Elementary has a very active parent community. We are fortunate to be able to have parents participating in so many areas of our school. Parents are very interested in their child's education and are supportive of the high quality program provided for students. Parents participate on many levels and in a variety of areas, including being in the classroom assisting the teacher or working with small groups of children, chaperoning on study trips, helping with fundraising activities, assisting in the library, providing technology support, editing and publishing the Parent Teacher Association newsletter, volunteering in the book fairs, participating in family nights (which include Science Night, Math Night, STEM and Engineering Night, and Story Night), serving as art docents, and participating in the Heather PTA. The PTA assists with a hot lunch program as a service to our school community, and holds two annual Book Fairs. The PTA provides many community-building events, such as the beginning of the year Family Fun Day, Multicultural Day, the Heather Hip Hop and Family Bowling Event. Parents also serve on our School Site Council working with staff on school improvement goals. Many of our parents also represent our school in the larger San Carlos District community, serving on the PTA Coordinating Council, Healthy Cities Tutor program and the San Carlos Education Foundation.

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

Safety of students and staff is a primary concern of Heather Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the fall by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills, as well as lockdown drills are conducted on a regular basis throughout the school year. Students are supervised by staff before school, during lunch and after school. There is a designated area for student drop off and pick up.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.1	0.9	2.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.9	0.8	1.6
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		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.60
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.8
Resource Specialist	1.0
Other	n/a

Average Number of Students per Staff Member

Academic Counselor	
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* 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	20	19	1	1	1	5	5	5			
1	42	42	41							1	1	1
2	18	19	21	1	1	1	4	4	2			
3	23	19	24		1		3	4	4			
4	28	27	21			1	4	3	4			
Other	7		8	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

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers two staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Common Core Standards, Project Based Learning and technology infused instruction are being integrated into the curriculum. Recent professional development sessions have included support in Reading Workshop, Writing Workshop, and mathematics as part of new curriculum adoption. This year, we added coaching and collaboration sessions for teachers during the school day. Areas of focus are determined by our Strategic Plan and LCAP, as well as input from staff on annual professional development surveys.

FY 2015-16 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,627	\$42,598
Mid-Range Teacher Salary	\$73,345	\$62,232
Highest Teacher Salary	\$94,231	\$80,964
Average Principal Salary (ES)	\$120,892	\$102,366
Average Principal Salary (MS)	\$125,466	\$104,982
Average Principal Salary (HS)		
Superintendent Salary	\$187,675	\$117,868
Percent of District Budget		
Teacher Salaries	38%	32%
Administrative Salaries	7%	7%

* 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	\$11,978	\$4,756	\$7,222	\$78,209
District	♦	♦	\$6,671	\$78,867
State	♦	♦	\$6,574	\$61,939
Percent Difference: School Site/District			7.9	-0.8
Percent Difference: School Site/ State			9.4	23.2

* Cells with ♦ do not require data.

Types of Services Funded

Our school supports the varying educational needs of students through a variety of means. Student needs are often identified through teacher referrals and the Student Study Team (SST) process on campus. Based upon identified needs, varying levels of differentiation, accommodations, supports, models and programming are implemented including Response to Instruction and Intervention supports, English Language learners supports and services, as well as accommodations and services through Section 504 plans and special education. Services range from collaboration and consultation with specialists, to co-teaching and team-teaching models as well as direct intervention services.

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.