



Heather Elementary School

2757 Melendy Dr. • San Carlos, CA 94070 • (650) 508-7303 • Grades K-3

Pam Jasso, Principal

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<https://heather.scsdk8.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



**SAN CARLOS
SCHOOL DISTRICT**

San Carlos Elementary School District

1200 Industrial Road #9
San Carlos, CA 94070
(650) 508-7333
www.scsdk8.org

District Governing Board

Eirene Chen

Wendy Dougherty

Carol Elliott

Kathleen Farley

Neil Layton

District Administration

Dr. Michelle Harmeier
Superintendent

Hans Barber
Assistant Superintendent of
Educational Services and Human
Resources

Mila Milligan
Chief Business Official

School Description

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	72
Grade 2	73
Grade 3	80
Grade 4	81
Total Enrollment	400

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Asian	19.5
Filipino	2.3
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0.3
White	48
Two or More Races	15
Socioeconomically Disadvantaged	9
English Learners	14.3
Students with Disabilities	14
Homeless	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 for Heather Elementary	17-18	18-19	19-20
With Full Credential	22	21	15
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Carlos Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	137.2
Without Full Credential	♦	♦	5.6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Heather Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

San Carlos School District holds a public hearing annually determine that each school within the district has 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 primarily of teachers and including other staff as necessary. 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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Lucy Calkins Units of Study in Writing Adopted in 2013 Lucy Calkins Units of Study in Reading Adopted 2015 Lucy Calkins Units of Study in Phonics Adopted 2019 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

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.

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. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/14/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Note: Poor HVAC units on the MUR and After School double portable are dated and in need of upgrade.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Solar shade structure was erected summer 2018.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	MUR Roof needs replacement.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Fencing has been replaced or repaired in many areas. New fencing was erected in summer 2019 around the building housing Rooms 15-20.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	77	82	80	80	50	50
Math	80	78	76	75	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**School Year 2018-19 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	152	150	98.68	82.00
Male	80	79	98.75	82.28
Female	72	71	98.61	81.69
Black or African American	--	--	--	--
Asian	25	25	100.00	96.00
Filipino	--	--	--	--
Hispanic or Latino	23	23	100.00	56.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	76	97.44	86.84
Two or More Races	21	21	100.00	85.71
Socioeconomically Disadvantaged	17	17	100.00	41.18
English Learners	28	26	92.86	57.69
Students with Disabilities	25	25	100.00	52.00
Homeless	--	--	--	--

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 2018-19 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	152	151	99.34	78.15
Male	80	79	98.75	79.75
Female	72	72	100.00	76.39
Black or African American	--	--	--	--
Asian	25	25	100.00	96.00
Filipino	--	--	--	--
Hispanic or Latino	23	23	100.00	34.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	78	100.00	84.62
Two or More Races	21	20	95.24	95.00
Socioeconomically Disadvantaged	17	16	94.12	25.00
English Learners	28	28	100.00	46.43
Students with Disabilities	25	24	96.00	45.83
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.2	1.1	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.6	1.2	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	400.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	1	5		18	3	4		17	4	4	
1	41			1	47			1	22		2	
2	21	1	2		22		3		20	2	1	
3	24		4		14	3	3		21		3	
4	21	1	4		17	3	3		21	2	2	
Other**	8	2			8	1			8	3		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

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 full-day staff development days and eight Wednesday afternoon sessions annually, where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Common Core Standards, Next Generation Science Standards, Project Based Learning, Readers Workshop, Writers Workshop, Math in Focus and technology infused instruction are being integrated into the curriculum. Teachers also review student data, make timely decisions based in data, and share practical tips and strategies with each other, during their collaborative prep and meeting time. This year, we continued coaching and collaboration sessions for teachers during the school day. In addition to opportunities through the district, site "Flex Funds" as well as other targeted budgets are used to provide professional development to teachers to attend workshops, observe in other classrooms and to collaborate with colleagues. Areas of focus are determined by our Strategic Plan and LCAP, as well as input from staff on professional development surveys.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,894	\$45,252
Mid-Range Teacher Salary	\$76,698	\$65,210
Highest Teacher Salary	\$98,539	\$84,472
Average Principal Salary (ES)	\$125,596	\$107,614
Average Principal Salary (MS)	\$129,835	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$192,367	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	31%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,453	\$1,160	\$12,293	\$79,586
District	N/A	N/A	\$8,821	\$82,156.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	32.9	-3.2
School Site/ State	48.3	20.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 <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).

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.