

# Ada Clegg Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Ada Clegg Elementary School
<b>Street</b>	6311 Larchwood Dr.
<b>City, State, Zip</b>	Huntington Beach, CA 92647
<b>Phone Number</b>	(714) 894-7218
<b>Principal</b>	John Staggs
<b>E-mail Address</b>	jstaggs@wsdk8.us
<b>Web Site</b>	<a href="http://clegg.wsdk8.us/">http://clegg.wsdk8.us/</a>
<b>CDS Code</b>	30 66746 0119925

<b>District Contact Information</b>	
<b>District Name</b>	Westminster School District
<b>Phone Number</b>	(714) 894-7311
<b>Superintendent</b>	Sheri Loewenstein, Interim
<b>E-mail Address</b>	turbaniec@wsdk8.us
<b>Web Site</b>	<a href="http://www.wsdk8.us/">http://www.wsdk8.us/</a>

## School Description and Mission Statement (School Year 2018-19)

### Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials, facilities, and the staff. Information about the Westminster School District is also provided. The hard working staff at Clegg Elementary School is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We really care about each one of our students. Through our hard work together, each of our students will be challenged to reach their maximum potential.

At Clegg Elementary School, we believe we provide the essential components of a quality school program. A rigorous academic curriculum is in place that meets the needs of all levels of students. Supplemental assistance programs are provided to help students who are achieving below grade level. We have Reading Intervention Teachers for grades K-2 and Grades 3-5. A wide variety of extracurricular activities are offered to meet the vast interests of our student body. High standards for academic achievement and student behavior are emphasized and reviewed regularly.

Clegg Elementary School is in its sixth year as a STEAM Magnet School. STEAM stands for Science, Technology, Engineering, Arts and Mathematics. The program has a focus on problem-based learning through the integration of all subjects. It promotes learning through activities, experiments and projects. Students are challenged to think critically and develop skills that they will carry with them long after they leave Clegg Elementary. Student projects in the area of STEAM will be shared with parents and the community at the end of the first and third trimester at our STEAM Showcase events. We also do grade level showcases at the mid-year point of the school year.

In addition, parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement. Parent groups such as Parent Teacher Student Association and School Site Council are valued organizations on the Clegg Elementary campus.

We have made a commitment to provide the best educational program possible for our students. Our motivated students, highly committed staff and our dedicated parents make the excellent quality of our program possible.

### Community & School Profile

Westminster School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy. The district serves grades kindergarten through eight in the Westminster area as well as the neighboring communities of Garden Grove, Huntington Beach, and Midway City. The district is comprised of seven K-5 and six K-6 elementary schools, and three middle schools. .

Clegg Elementary School is located in Huntington Beach and is surrounded by a picturesque city backdrop. Clegg Elementary School had an enrollment of 560 students at the beginning of the 2017-18 school year. Student body demographics are illustrated in the chart.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Kindergarten	97
Grade 1	80
Grade 2	80
Grade 3	95
Grade 4	104
Grade 5	104
<b>Total Enrollment</b>	<b>560</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	30.7
Filipino	0.4
Hispanic or Latino	36.8
Native Hawaiian or Pacific Islander	0.4
White	25.0
Socioeconomically Disadvantaged	53.4
English Learners	19.8
Students with Disabilities	9.1
Foster Youth	0.2

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	23	22	390
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: 10/11/2018

Westminster School District held a public hearing on October 11, 2018 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. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill World of Wonders / 2017 McGraw-Hill World of Wonders with Integrated ELD (Program 2) / 2017 Scholastic Read 180/System 44 / 2011	Yes	0
Mathematics	McGraw-Hill (My Math) / 2016	Yes	0
Science	Scott Foresman Science / 2008	Yes	0
History-Social Science	Houghton Mifflin Social Studies / 2007	Yes	0
Visual and Performing Arts	McMillan McGraw-Hill (Spotlight on Music California) / 2009	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Clegg Elementary School offers a safe and secure campus for students, staff, and visitors. The school was built in 1965 and provides up-to date facilities and adequate space for students and staff. Clegg Elementary School is comprised of a kindergarten area, a library media center, one computer lab, large multipurpose room, and 27 classrooms. The school also enjoys a spacious quad, as well as grassy fields for running, sports, and games.

The school's Comprehensive School Site Safety Plan was last revised December 2018 to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies.

Key elements of the plan include policies for crisis management and discipline, as well as activities to promote school safety. Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Earthquake preparedness drills, fire drills, and intruder drills are held on a monthly rotation. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available. The table displays the results of the most recent facility inspection provided by the district in September 2018.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
Year and month of the most recent FIT report: 8/24/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Roof leak in classroom F1.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 8/24/2018	
Overall Rating	Exemplary
	Exemplary

## 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	70.0	67.0	55.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	66.0	63.0	52.0	53.0	37.0	38.0

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	304	301	99.01	67.44
Male	159	157	98.74	67.52
Female	145	144	99.31	67.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	100	98	98.00	86.73
Filipino	--	--	--	--
Hispanic or Latino	108	108	100.00	51.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	70	98.59	70.00
Two or More Races	18	18	100.00	55.56
Socioeconomically Disadvantaged	163	160	98.16	56.25
English Learners	104	103	99.04	66.99
Students with Disabilities	31	29	93.55	37.93
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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	305	301	98.69	62.79
Male	160	156	97.5	64.1
Female	145	145	100	61.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	101	99	98.02	83.84
Filipino	--	--	--	--
Hispanic or Latino	108	107	99.07	46.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	70	98.59	60
Two or More Races	18	18	100	77.78
Socioeconomically Disadvantaged	163	160	98.16	51.88
English Learners	104	103	99.04	66.99
Students with Disabilities	32	28	87.5	42.86
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.

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2	27.8	20.4

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 school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Clegg Elementary School encourages all parents to become as involved as possible in the school. Numerous programs and activities are enriched by the generous contributions made by California State University of Long Beach's Project SERVE Program, Boys/Girls Clubs of Westminster, Cougar Dads, the Westminster Education Foundation, and the Clegg Parent Teacher Association (PTA).

Parent conferences, Lunch on the Lawns, STEAM showcases, and Back to School Nights are designed to welcome parents, solicit input, and answer questions.

The school also has an active Parent Teacher Student Association (PTSA) and publishes monthly information online to provide parents with updates on the school's classrooms. Parents are encouraged to make an appointment with their child's teacher or principal at any time.

The school website-- <http://clegg.wsdk8.us/> and the Clegg PTA email-- [cleggpta@gmail.com](mailto:cleggpta@gmail.com) are two other great ways for parents to keep informed, be involved and give input on school related activities and functions.

### 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.0	2.1	0.9	2.6	2.9	3.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



**School Safety Plan (School Year 2018-19)**

Clegg Elementary School offers a safe and secure campus for students, staff, and visitors. The school was built in 1967 and provides up-to-date facilities and adequate space for students and staff. Clegg Elementary School is comprised of a kindergarten area, library center, intervention center, multipurpose room, and 27 classrooms. We have a STEAM Lab and an additional Resource room where interventions are provided for students on a daily basis. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports, and games. Recent renovations for Clegg Elementary School include adding an electronic marquee and a parking lot with solar panels as above coverage.

The school’s Comprehensive School Site Safety Plan was last updated December of 2018 to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. A key element to the school site safety plan is first aid training for all staff. Clegg Elementary School also conducts fire and earthquake drills once per month and shelter in place/intruder drills twice per year.

Students are supervised throughout the day by classified employees and teachers. There are designated areas for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times. Please see attached Safe School Action Plan 2018-19.

**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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2015-16				2016-17				2017-18			
	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+
<b>K</b>	19	5			20	4	1		19	4	1	
<b>1</b>	22		4		22		3		26		3	
<b>2</b>	23		4		24		4		21	1	3	
<b>3</b>	25	1	3		24		4		24		4	
<b>4</b>	29		3		32		3		34			3
<b>5</b>	32		3		25	1	3		33		1	2
<b>Other</b>	6	1			5	1			8	1		

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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	2000
Counselor (Social/Behavioral or Career Development)	.3	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.75	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	.4	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,274	\$843	\$5,920	\$89,263
District	N/A	N/A	\$5,801	\$89,129
Percent Difference: School Site and District	N/A	N/A	2.0	0.2
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-18.5	9.8

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 (Fiscal Year 2017-18)**

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,974	\$50,084
Mid-Range Teacher Salary	\$85,655	\$80,256
Highest Teacher Salary	\$108,563	\$100,154
Average Principal Salary (Elementary)	\$126,489	\$125,899
Average Principal Salary (Middle)	\$130,401	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$257,428	\$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	5.0	5.0

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)**

Annually there are two district staff, classified and certificated, professional development days. The topics for these days are determined by the district level focus areas such as safety, curriculum adoptions and instructional supports as well as input from the staff for "voice and choice" session tailored to specific needs such as social-emotional supports and staff evaluations. In addition, the district provides monthly release time for professional teams to work and learn together. Certificated staff also participates in bi-monthly Wednesday professional development in either team professional learning communities or targeted professional training sessions. Instructional support specialists provide classroom coaching and professional development that is on-going throughout the year. District staff also attend conferences and outside training that is site determined such as behavior interventions and supports, AVID training, reading and writing conferences, technology conferences and GATE conferences.