Healdsburg Elementary School

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https://hes-healdsburgusd-
ca.schoolloop.com/pf4/cms2_site/view_deployment?d=x&theme_id=i5g1ox46zq2t1&group_id=1500178974907

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

School Description

Healdsburg Elementary School is a TK-5 school on two campuses. Healdsburg Elementary School (HES) serves students in transitional kindergarten through second grade and Fitch Mountain Campus (FMC) serves students in grades third through fifth. Both sites are centrally located and accessible to residents and to the community at large.

The Blended Learning program is the primary instructional method for students in grades 1-5 at HES. Blended Learning at HES utilizes a station rotation model where students rotate through learning stations working in small groups, both individually and teacher directed to provide a personalized approach that is differentiated for each student. Students utilize technology daily through adaptive software and as a tool for their research and projects. The program emphasizes the 4C's: communication, critical thinking, collaboration and creativity through rich interdisciplinary projects and the personalization the model provides. All students have two teachers; one Humanities Specialist and one STEM (Science, Technology, Engineering and Mathematics) Specialist. The Humanities teacher focuses on language arts and social studies and the STEM teacher primarily focuses on math and science with technology and engineering infused in the curriculum.

As a Title I School, we receive additional funding to provide targeted supports for students to ensure they are meeting rigorous academic standards. Each student uses Lexia, a computer-based program to build reading skills, to ensure they are reaching grade level standards as they progress through our school. Students who complete Lexia, utilize Reading Plus for adaptive reading comprehension and fluency skills. We also have intervention teachers who provide pull-out reading support for those students who are more than a year behind in their reading skills.

Both school facilities include libraries, computer labs, large play areas, and multipurpose rooms. Students in both schools have modern Learning Labs for 21st Century exploration and access to iPads and Chromebooks in every classroom. With the support of the Healdsburg Education Foundation, all students are able to take a variety of in-school enrichment classes including chess, art, robotics, physical education, interactive science, garden, music, and yoga.

Families are offered parent education opportunities throughout the year which include: Family Math Night and Family Reading Night as well as parent workshops in such topics as understanding the reclassification process, preparing for parent-teacher conferences and helping students with their math at home. We use social-emotional curriculum from Second Step and Toolbox from Dovetail Learning to help children navigate a complicated world. HES also has a school psychologist and district behavioral specialist to help support students.

A preschool, run by North Bay Children's Center, is located at FMC and serves approximately 45 students that feed into the Healdsburg Unified School District (HUSD). The HUSD, in partnership with the City of Healdsburg, offers the After School Education and Safety program to provide after school enrichment and academic support to K-8 students. An additional program (21st Century Community Learning Center) is also available to offer before and after school care. The program is located at the Boys and Girls Club and on campus at HES and FMC. The local Boys and Girls Club of Healdsburg is located within walking distance of HES and shuttle distance of FMC. Additional after-school care is also available to students through the Fitch Mountain Day Camp program at FMC.

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	42
Grade 1	37
Grade 2	49
Grade 3	50
Grade 4	37
Grade 5	47
Total Enrollment	262

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	0.4
Filipino	0.4
Hispanic or Latino	87.8
White	10.3
Two or More Races	0.4
Socioeconomically Disadvantaged	86.3
English Learners	61.5
Students with Disabilities	16
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Healdsburg Elementary	17-18	18-19	19-20
With Full Credential	22	16	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Healdsburg Unified	17-18	18-19	19-20
With Full Credential	♦	♦	90
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Healdsburg 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)
CCSS aligned ELA/ELD curriculum was adopted in 2017. CCSS math curriculum was adopted in 2016. Healdsburg Elementary School is in the beginning stages of researching and using Next Generation Science Standards (NGSS) aligned materials and is using both Defined STEM and Mystery Science until a formal pilot and adoption process can be completed in the next couple of years. As new History-Social Science curriculum aligned to the new HSS Framework has become available HES is also beginning to research and use updated curriculum and materials with the intention of formally piloting materials in the coming year or two.

No students are lacking their own assigned textbooks or instructional materials.

Textbooks and Instructional Materials
Year and month in which data were collected: 08/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK Benchmark Education, Benchmark Advance, 2019 K-2 Houghton Mifflin Harcourt, Journeys, 2016. Locally Board approved 2017 3-5 Benchmark Education, Benchmark Advance, 2016. Locally Board approved 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	grades 1-5 Houghton Mifflin, California Go Math. Locally Board approved 2014 K McGraw Hill Education, Everyday Mathematics. Locally Board approved 2019 Piloting McGraw Hill Education, Everyday Mathematics starting in the 2019-20 School Year **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	K-5 Scott Foresman California Science. Locally Board approved 2008 Piloting NGSS-aligned FOSS Next Generation K-8 Science Kits as of 2016 **Percent of students lacking their own assigned textbook:** 0
History-Social Science	K-5 MacMillan/McGraw Hill, California Vistas/People and Places, California Vistas/Our Golden State. Locally Board approved 2006. Piloting new TCI Curriculum aligned to the 2016 History Social Science Framework as of 2019. **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Meet the Masters and other supplementary materials aligned to the CCSS and VPA Framework for the State of California. **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)
Healdsburg Elementary School (HES) was built in 1935 and modernized in 1986. The school is a historic mission-style building with approximately 190 students in grades K-2. A bond was passed in 2003, which allowed for the construction of a brand new kindergarten wing in 2006 and an upgrade to the main facility. Upgrades included a new HVAC system, new roofing, as well as resurfacing and painting of the building's exterior. The new kindergarten classrooms and adjacent enlarged kindergarten playground opened in August 2007. There is a plan to renovate about half of the classrooms in the main building during the summer of 2016. ALso, plumbing lines and drinking fountains throughout the main building will be replaced.

In the summer of 2013, the interior common areas of Healdsburg Elementary School were upgraded with a new design. The new, more welcoming site creates an inviting space for our youngest students, their parents and our staff and community volunteers.

Fitch Mountain Campus (FMC) was built in 2005 in a mission-style, complimentary to the K-2 campus. The building incorporates energy efficient features, systems, and design. All classrooms are in excellent condition and are well maintained. Two stand out features of this campus are the large multipurpose room and welcoming library. The multipurpose room has a stage for performances, basketball hoops for activities, and a connected kitchen for food service. The library is large, bright, and inviting. The playground consists of a large blacktop area, play structure, and grass field.

Both campuses are clean, well maintained, and in good repair.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Some interior walls and doors showing routine wear and will be addressed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	These scores reflect an average of the evaluation of both sites.
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	33	43	49	48	50	50
Math	23	38	31	35	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.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	27.1	12.5	10.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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	128	128	100.00	42.97
Male	73	73	100.00	39.73
Female	55	55	100.00	47.27
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	113	113	100.00	38.94
White	13	13	100.00	76.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	112	112	100.00	38.39
English Learners	103	103	100.00	37.86
Students with Disabilities	24	24	100.00	20.83
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

School Year 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	128	128	100.00	38.28
Male	73	73	100.00	45.21
Female	55	55	100.00	29.09
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	113	113	100.00	37.17
White	13	13	100.00	53.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	112	112	100.00	34.82
English Learners	103	103	100.00	36.89
Students with Disabilities	24	24	100.00	8.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement is encouraged and welcomed at both campuses. Our principals have an "open door" policy and parents are welcome to bring ideas and suggestions to support our schools. School newsletters, sent home electronically bi-monthly, and other home-school communication are published in English and Spanish.

Our active and involved Parent Teacher Organization (PTO) holds monthly meetings to coordinate fundraising events, enrichment activities, assemblies, and other school events. Our PTO is a great support in the classroom as well. Many parents volunteer in the classroom and at school events to support student learning.

Our joint ELAC committee also meets regularly to discuss topics related to English Learners, bringing in outside speakers to teach parents how to support students and be involved in school.

Both campuses share a full time Parent Outreach & Education Coordinator whose primary goal in to increase school-home connectivity. In addition to hosting Family Reading and Math Nights, she hosts a series of workshops based on parent interest to engage parents in their student's schooling including how to prepare for parent-teacher conferences, understanding the reclassification process to helping students with math at home.

To find out more about getting involved in our schools, please contact HES principal, Jeff Franey at (707) 431-3440 or FMC principal, Erika McGuire, at (707) 473-4449.

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

Our school safety plan addresses the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. Our comprehensive site safety plans include monthly fire, earthquake and/or active threat drills. All site staff have been assigned tasks in our incident command charts and have received training on their roles and responsibilities. Staff know where onsite and offsite reunification sites have been established.

Key elements of the plan include: implementing a process to better identify the individual needs of students, ensuring the safety of students, staff training in first aid and disaster response. In addition, our plan includes implementation of Positive Behavior Interventions and Supports (PBIS) and the Toolbox program to address conflict resolution, anger management, impulse control, drug prevention, bullying and harassment prevention.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.2	2.9	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	6.0	5.8
Expulsions Rate	0.1	0.3	0.1

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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.3
Other	.3

* 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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	3	1		21	1	2		26	2		1
1	23		2		20	2			18	4		
2	15	3	1		24		3		19	1	4	
3	23		2		15	2			25		4	
4	23		1		26		2		19	4		
5	20	3	1		26		3		24		4	
Other**	9	2			11	3			11	2		

*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			

On-going professional development of staff is an important part of improving our school programs and student achievement. Teachers have weekly collaboration time and at least 3 paid non-pupil professional development days throughout the school year and are encouraged to attend workshops and conferences both during the school year and during the summer months, paid for by HUSD. Professional Development at Healdsburg Elementary School is currently focused on: math instructional practices, supporting English Language Learners, implementation of new standards and related curriculum, classroom management strategies that increase student engagement, technology integration including adaptive software and a Learning Management System, administering and using Benchmark data to inform instruction. Teachers participate in trainings to support social-emotional learning, including Restorative Practices and Positive Behavior Intervention and Supports. HUSD contracts with an external coaches to provide job-embedded coaching to support English Language Development and Blended Learning.

Our staff development program focuses on the needs of our staff and the district goals as identified through the HUSD Local Control Accountability Plan (LCAP) and the School Plan for Student Achievement (SPSA). For teachers and paraprofessionals, we emphasize instructional strategies for diverse learners with a wide range of abilities. We bring presenters to the site for all staff and also allocate funding so that staff members can attend workshops or visit sites that fulfill a particular need specific for staff or the needs of the school.

The Healdsburg Unified School District is also involved in the California North Coast Beginning Teachers Program (formerly BTSA). Our district has also developed a Peer Assistance and Review program that supports any teacher who wishes to work on specific teaching aspects or any teacher recommended through the evaluation process.

We understand the critical role that staff development plays in improving student achievement and we, as a community of learners, value learning at all levels.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,918	$43,574
Mid-Range Teacher Salary	$62,773	$63,243
Highest Teacher Salary	$85,691	$86,896
Average Principal Salary (ES)	$107,966	$103,506
Average Principal Salary (MS)	$112,315	$108,961
Average Principal Salary (HS)	$129,506	$108,954
Superintendent Salary	$190,824	$136,125

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	26%	30%
Administrative Salaries	6%	6%

* 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	$10,315	$2,037	$8,278	$68,130
District	N/A	N/A	$11,337	$68,928
State	N/A	N/A	$7,506.64	$64,732.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-31.2	-1.2
School Site/ State	9.8	5.1

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

Extra services funded for our students include extensive special education services, full inclusion services, counseling, library services, psychology services, attendance, and English Language Development as well as coaching for teachers. Intervention support teachers provide push-in and pull-out services to students who are not meeting standards and are struggling in reading.

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.