



Heritage Oak Elementary School

2271 Americana Drive • Roseville, CA 95747 • (916) 773-3960 • Grades K-5

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



Dry Creek Joint Elementary School District

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School Description

Heritage Oak Elementary School is an educational community that works collaboratively to reach the following goals:

- Meet the social and emotional needs of all students
- Develop and maintain programs and an environment that supports positive student engagement and school-wide success
- Build staff support and collaboration
- Integrate and utilize technology to improve the educational experience for all students
- Create programs and opportunities to nurture growth academically and emotionally
- Implement programs for academic success and social growth
- Establish communication between all stakeholders that involves active listening, problem-solving and the careful consideration of student needs

At Heritage Oak, we strive to provide an optimal learning environment for the social, emotional and academic development and success of our students. We continually work to enrich the lives of all students through meaningful learning activities that promote self-esteem, responsible behavior and academic success. Our mission cannot be accomplished without every student having the opportunity to meet his or her potential.

School Profile

Heritage Oak Elementary is one of nine (9) schools in the Dry Creek Joint Elementary School District where imagination, creativity, and innovation are hard at work laying the intellectual foundation for all students. Heritage Oak focuses on educating the whole child and challenges students with thought provoking, hands-on curriculum, equipping them with social-emotional support and tools to achieve not only academic, but life-long success as well. Maintaining consistency throughout the district, curriculum is based upon Common Core Standards and is supported by ongoing staff development, both at the district and site levels. Heritage Oak is rich with opportunities in science, technology, engineering and the arts. The use of technology to supplement instruction and student learning is one of our top priorities. Classrooms are equipped with 21st-century technology and staffed with professionals who know how to motivate and inspire students.

In 2002 Heritage Oak was identified as a California Distinguished School. Then in 2010 the school was named a California Distinguished School for the second time. In 2017 and 2018 Heritage Oak earned a Silver Medal for our Positive Behavior and Intervention Supports (PBIS). During the 2019/2020 school year, the school serves 584 students in Transitional Kindergarten through Fifth Grade. Grades TK-3 participate in the class size reduction program classes average 24 students. Classes in fourth and fifth grades average 30 students. This neighborhood school is a complete facility with a library, STEAM/computer lab, play fields, a large playground and apparatus area, a multipurpose room and an outdoor amphitheater area. Heritage Oak has an array of school-based coordinated programs including special education, Gifted and Talented Education, in-school interventions and a variety of parental involvement opportunities.

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	118
Grade 1	65
Grade 2	76
Grade 3	97
Grade 4	70
Grade 5	100
Total Enrollment	526

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	1.5
Hispanic or Latino	25.3
White	57.8
Two or More Races	10.6
Socioeconomically Disadvantaged	27.4
English Learners	5.1
Students with Disabilities	21.3
Homeless	1.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Heritage Oak	17-18	18-19	19-20
With Full Credential	29	31	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dry Creek Joint	17-18	18-19	19-20
With Full Credential	♦	♦	354
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Heritage Oak 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	.6	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)

Dry Creek Joint Elementary School District held a Public Hearing on September 19, 2019, and determined 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 standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. In grades 6-8 each student receives a textbook available to keep at home and has a class set of textbooks to use at school. Online access to textbooks is also an available option for mathematics, English Language Arts/English Language Development (ELA/ELD), and History Social-Science in grades kindergarten through eight. Instructional materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at each school site, the district office, and in some cases online prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

Textbooks and Instructional Materials

Year and month in which data were collected: September 19, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading Wonders - McGraw Hill (Adopted 2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	K-2, California GoMath! - Houghton Mifflin Harcourt @2014 (Adopted 2014) 3-5, Expressions California - Houghton Mifflin Harcourt @2014 (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	K-3, Full Option Science System (FOSS) - Delta Education @2006 (Adopted 2008) 4-5, Full Option Science System (FOSS) - Delta Education @2006 (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	K-5, K-5, California History-Social Science My World Interactive @ 2019, Pearson Scott Foresman and Prentice Hall (Adopted 2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Always Changing & Growing Up, Proctor and Gamble @ 2017 (Adopted 2017)
Visual and Performing Arts	Art Docent Materials K-5 The textbooks listed are from most recent adoption: No 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)

Heritage Oak was built in 1990. Routine and scheduled maintenance are conducted as needed and per product manufacturers' specifications. Site staff typically generates work orders using a web based work order system and they are addressed in an expedient manner.

In 1994, it was named winner of the James D. McConnell Award from the Council of Educational Facility Planners International. The school facilities include; a multipurpose room utilized for eating and a variety of school/community functions, a school library, a computer lab, outdoor amphitheater area, and a large playing field that is used by the community for organized sports. School staff, students, the neighborhood and community take great pride in the facilities, and this is reflected in the cleanliness and safety record at the school. Parents are supportive of the school-wide discipline plan and have helped to make the school a safe place for students to attend. Parents and visitors are required to sign in at the front office when coming on campus. Students are supervised before and after school, and during recess and lunch by school staff.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Classroom with ceiling trim board hanging down. Work order submitted for repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Fire extinguisher missing from 3 areas. Work order submitted to replace.
Structural: Structural Damage, Roofs	Poor	Several classrooms have dry rot. Work order submitted for repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	68	67	59	60	50	50
Math	64	61	47	52	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			

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. The 2018-19 PFT data has not been published by CDE. The SARCs are being posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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	266	261	98.12	67.43
Male	137	136	99.27	63.97
Female	129	125	96.90	71.20
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	63.64
Hispanic or Latino	69	67	97.10	65.67
White	154	152	98.70	69.08
Two or More Races	27	26	96.30	69.23
Socioeconomically Disadvantaged	93	92	98.92	59.78
English Learners	20	19	95.00	68.42
Students with Disabilities	67	65	97.01	40.00
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	266	261	98.12	60.92
Male	137	136	99.27	63.97
Female	129	125	96.90	57.60
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	54.55
Hispanic or Latino	69	67	97.10	55.22
White	154	152	98.70	65.79
Two or More Races	27	26	96.30	53.85
Socioeconomically Disadvantaged	93	92	98.92	50.00
English Learners	20	19	95.00	57.89
Students with Disabilities	67	65	97.01	36.92
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)

Heritage Oak encourages parents to be actively involved in their child's classroom and in the school. Teachers use parents in the classroom on a daily basis. The PTA encourages parent volunteers through a wide variety of activities held during the year.

Classroom teachers, site administration, and the PTA all actively seek out parent volunteers to support the classroom and school activities. Parents are encouraged to volunteer through the beginning of the year notices that go home from the PTA and from classroom teachers. In addition, teachers use classroom newsletters and back to school presentations to make parents feel welcome and valued as volunteers in the classrooms.

As members of the School Site Council, parents work with staff in reviewing assessment data and school planning and evaluation.

Parents are involved in the school in a multitude of ways including the following:

Volunteering in classrooms and the library

School Site Council - meets monthly to review program

Parent Teacher Association - supports school activities and parent education

Art, Music + P.E. Docents - support art, music, and physical education instruction

Watch D.O.G.S. mentoring program

Sight Word Busters

Parent Education and Training includes:

Workroom trainings

Parents are kept informed of student performance through regular parent-teacher contact which includes parent-teacher conferences, progress reports, report cards, Student Success Team meetings, IEP meetings, and Intervention plan conferences. Keeping parents informed of student performance is a high priority of the staff. Parents receive information about grade level standards through standards brochures that are found online and report cards. Teachers post student grades in a student management system that parents can access from any internet-connected device.

For additional information, please contact Ms. Jennifer Molino, Principal, at 916-773-3960.

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

The safety of students and staff is a primary concern at Heritage Oak Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan will be reviewed on February 11, 2020. All revisions were communicated to both the classified and certificated staff. Safety training is held regularly with school staff to ensure emergency preparedness. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown/barricade drills are held three times per year. Earthquake drills are conducted twice per year. Students are supervised before and after school by certificated staff. Classified staff supervise students during lunch. Classified and certificated staff help with supervision during lunch and break periods. There are designated areas for student drop off and pick up. We completed a site vulnerability assessment in September 2018 and are working closely with the district office to make recommended changes to improve overall school safety.

Parents/guardians and interested members of the community are encouraged to visit the school and observe the educational program. Visits during school hours should be arranged in advance with the teacher or principal. If a conference with the teacher is desired, an appointment should be set with the teacher during non-instructional time. When school is in session, all visitors must go directly to the school office to register before going into instructional areas. (Reference Board Policy 1250, Administrative Regulations 1250(a,b) and Penal code 627.6)

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	0.7	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	2.9	1.9
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*	1753.3

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.8
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 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	21	1	3		18	1	3		21	1	5	
1	22	1	6		25		6		21	2	4	
2	21	1	6		22	1	8		22	1	6	
3	26	1	4	2	24	1	4	1	21	1	8	
4	27		5		31		6		23	1	4	
5	29	2	5	1	26	2	6		26	1	7	
Other**									9	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	3	3	3

PROFESSIONAL DEVELOPMENT DAYS

Three-Year Data: 2016-17 (3 days), 2017-18 (3 days), 2018-19 (3 days)

For the past three years, the district has provided high quality, content and needs aligned professional learning to increase teacher effectiveness and student achievement. The district's vision for continuous improvement in student achievement drives our work.

The focus of the professional development district-wide is to increase the effectiveness of our core program, thus meeting the needs of all of our learners. The following have been a focus of our professional learning the last three years:

- California State Standards and Frameworks
- ELA/ELD, Mathematics, Next Generation Science Standards (NGSS), History/Social Science Framework, Physical Education
- English Language Development (ELD)
- Guided Language Acquisition Design (GLAD)
- Rigorous instructional practices and strategies
- Instructional Materials training
- Integrating technology in teaching and learning
- Critical literacy across content areas
- Content specific essential standards and assessment
- Special Education services
- Response to Intervention (RTI)

Professional learning has been provided through three designated work days, professional learning institute sessions, staff meetings, and job-embedded learning activities. The options provided through the designated days, cadre model, conference-style, instructional rounds, in-classroom modeling/demos, and after-school sessions has provided professional learning in a very flexible and accessible manner. In addition, five instructional coaches support our school sites on a daily basis with implementation of curriculum, modeling/coaching for teams/individuals, lesson development support, ELD support, and technology integration. Teacher responses on the surveys given following professional development have been positive.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,498	\$45,741
Mid-Range Teacher Salary	\$72,421	\$81,840
Highest Teacher Salary	\$96,887	\$102,065
Average Principal Salary (ES)	\$119,893	\$129,221
Average Principal Salary (MS)	\$130,559	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$224,251	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

Medi-Cal Administrative Activities
 Medi-Cal Billing
 Title I
 Title 2, Part A Teacher Quality
 Title 3, Immigrant
 Title 3, Limited English
 Lottery: Instructional Materials
 Special Education
 Special Education: Preschool
 Special Education Mental Health
 Gifted & Talented
 Education Protection
 Mandated Cost Reimbursement
 Special Ed Mental Health

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7663.86	1509.86	6154.00	90860.76
District	N/A	N/A	7522.73	\$81,141.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-20.0	12.5
School Site/ State	-14.6	11.6

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.