Peggy Heller Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Peggy Heller Elementary School
Street	201 Lake View Drive
City, State, Zip	Atwater, CA 95301
Phone Number	(209) 357-6517
Principal	Lyndsay Olds
Email Address	lolds@aesd.edu
Website	https://www.peggyheller.school/
County-District-School (CDS) Code	24-65631-6113161

Entity	Contact Information
District Name	Atwater Elementary School District
Phone Number	(209) 357-6100
Superintendent	Sandra Schiber
Email Address	sschiber@aesd.edu
Website	www.aesd.edu

School Description and Mission Statement (School Year 2019-20)

Peggy Heller School is one of eight elementary schools in the Atwater Elementary School District. It is the newest school with its doors first opening in August 1995.

At Peggy Heller School, students, staff, and community members are actively involved in learning. We have a high-quality instructional program, which is continually monitored and improved. Our staff is dedicated to meeting the needs of students and helping them to meet grade-level standards. The team continues to grow professionally through collaboration, reflecting upon their practices, keeping abreast of current educational research, and sharing areas of expertise. Our parent groups on campus are active and continually seek opportunities to improve our school and provide experiences for our students.

The mission of Peggy Heller School:
Peggy Heller School promotes a safe, academically challenging atmosphere through
Smart choices, Organization, Attitude, and Respect and Responsibility (S.O.A.R.).
Every Student, Every Classroom, Every Day!

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	99
Grade 1	82
Grade 2	78
Grade 3	73
Grade 4	78
Grade 5	85
Grade 6	83
Grade 7	87
Total Enrollment	665

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.1
Asian	4.5
Filipino	0.3
Hispanic or Latino	63.2
White	26
Two or More Races	3.6
Socioeconomically Disadvantaged	60
English Learners	18.6
Students with Disabilities	11.7
Foster Youth	0.2
Homeless	1.7

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	21	24	207.95
Without Full Credential	0	3.5	1	24.5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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)

Year and month in which data were collected: December 2019

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Wonders/Houghton Mifflin Harcourt 2016 6-8 Study Sync/McGraw Hill 2016 4-8 Read180 HMH Intervention Solutions 2012	Yes	0
Mathematics	K-5 EnvisionMATH/Pearson 2015 6-8 California Math, Courses 1, 2, and 3/McGraw Hill	Yes	0
Science	K-6 Pearson/Scott Foresman California Science 2008	Yes	0
History-Social Science	K-5 McMillan/McGraw Hill California Vistas 2007 6 Holt California Social Studies 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Peggy Heller School is comprised of 31 classrooms, a library, auditorium/cafeteria, kitchen, and office complex. With 22 regular K-6 education classrooms, 3 special day classrooms, 5 Junior High classrooms, and one science lab. The junior high classroom (including 1 Special Education Office, 1 administrative office, two student bathrooms, and one staff restroom) were finalized in 2018. The auditorium/cafeteria was repainted and a new flooring system was completed in the summer of 2019. A kindergarten playground was also added during the Summer of 2018 during the Junior High expansion project. Students are provided a safe, orderly environment in which to learn.

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

Year and month of the most recent FIT report: 09/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Ceiling tiles replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restroom sink faucet repaired.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kindergarten play structure replacement planned.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	58	47	48	50	50
Mathematics (grades 3-8 and 11)	44	44	35	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	407	406	99.75	0.25	58.13
Male	215	215	100.00	0.00	50.23
Female	192	191	99.48	0.52	67.02
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	263	263	100.00	0.00	57.03
Native Hawaiian or Pacific Islander					
White	103	103	100.00	0.00	62.14

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	16	100.00	0.00	81.25
Socioeconomically Disadvantaged	248	248	100.00	0.00	48.39
English Learners	124	123	99.19	0.81	52.03
Students with Disabilities	58	58	100.00	0.00	17.24
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	407	407	100.00	0.00	44.47
Male	215	215	100.00	0.00	41.86
Female	192	192	100.00	0.00	47.40
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	26.67
Filipino	--	--	--	--	--
Hispanic or Latino	263	263	100.00	0.00	43.35
Native Hawaiian or Pacific Islander					
White	103	103	100.00	0.00	51.46
Two or More Races	16	16	100.00	0.00	62.50
Socioeconomically Disadvantaged	248	248	100.00	0.00	35.08
English Learners	124	124	100.00	0.00	39.52
Students with Disabilities	58	58	100.00	0.00	12.07
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.4	22.1	30.2
7	22.1	20.9	11.6

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.

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)

Parents are encouraged to join the Peggy Heller Parent Club and participate in other school site committees. Input from parents is always valued and welcomed. We welcome parents to let us know of their interest in being future members of our School Site Council and English Learner Council. To learn more about our School Site Council meetings as well as our English Learners Advisory Committee meetings please contact the school office at (209) 357-6517.

Peggy Heller School has a very active Parent Club. They have raised funds for a variety of projects as well as work with our staff and leadership students to run three to four-family night opportunities each school year. As a school, we also encourage parents to be active volunteers on campus once the required clearance has been met.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.4	1.5	1.4	5.3	3.8	3.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Peggy Heller's comprehensive Safety Plan includes an Emergency Preparedness Committee that is trained to respond quickly and efficiently to any safety threat to our campus. Furthermore, every staff member on campus has a specific role to play in the event of an emergency and is equipped with the proper material to carry out their part of the plan. From Emergency Backpacks to student information kits, and evacuation materials, each staff member has their supplies kept in a visual and accessible location. Guests on campus such as substitutes are provided with information on how to react to specific emergencies on campus, and maps with evacuation routes are located in all buildings and classrooms. Staff and students practice drills such as Fire, Evacuation, A.L.i.C.E, Earthquake, AED, and Lockdown each year. The last safety plan meeting was October 4th, 2019. The School Safety Plan was submitted to the board for approval on October 8th, 2019, and was approved by the School Board on November 12th, 2019. School Site Council also reviews the site plan each year. At Peggy Heller School, we believe meaningful learning must occur in a safe, disciplined, and positive environment. To achieve such an environment, a set of expectations for student behavior, attendance, and dress has been established. Student dress code and consequences for inappropriate behavior are outlined in the student handbook/agenda. The rules/expectations are distributed at the beginning of each school year and when a new student enrolls. Supervision is provided by classroom teachers, campus supervisors, instructional assistants, and the administrative staff.

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	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	24		4		25	1	3		20	2	3	
1	23		3		25		3		27		3	
2	26		3		23		3		26		3	
3	27		3		25		3		24		3	
4	32		2		33			2	32		1	1
5	32		2	1	32		1	2	31		2	1
6	23	1	3		23	1	3		22	1	3	
Other**	3	1			2	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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$3,809.00	$517.00	$3,292.00	$69,203.55
District	N/A	N/A	$3.494.89	$78,946.00
Percent Difference - School Site and District	N/A	N/A	-5.8	0.2
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	-29.8	2.8

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 2018-19)

Atwater Elementary School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on a yearly basis based on student population and needs at each individual site. Listed below are the types of funds AESD receives.

Federal Programs:
Title I, Part A
Title III, LEP

State Programs:
After School Education and Safety (ASES)

General and Categorical funding are strategically used to increase student learning. Categorical funds are used to support goals and action plans in the School Plan for Student Achievement.

Expenses include, but are not limited to, staff professional development, supplemental instructional materials, technology, and extended day learning opportunities for students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,653	$49,378
Mid-Range Teacher Salary	$78,195	$77,190
Highest Teacher Salary	$98,975	$96,607
Average Principal Salary (Elementary)	$119,785	$122,074
Average Principal Salary (Middle)	$121,408	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$182,638	$189,346
Percent of Budget for Teacher Salaries	34%	36%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

Teachers participate in grade level collaboration trainings each year. They are also released by substitute teachers to receive additional training during the school year. After school and summer optional trainings are also offered. During the last three school years, teachers have been provided on-going professional development in the areas of: objectives, Depth of Knowledge, class engagement, CAASPP and ELPAC assessments, English Language Development, reading trainings, Illuminate platform for district assessments, and special education. Professional development sessions for teachers this year focus on English Language Learners and Math Number Talks.

The district has three instructional coaches to help all teachers with ELA and Math assessments. School sites participate in site specific professional development, based on their data, during weekly Professional Learning Communities (PLC) meetings. All schools participate in grade level academic conferencing pull out days for teachers to discuss student progress, data, and future instruction, based upon the data gathered. In addition, new teachers to the district receive another layer of support with the Induction Program. This includes two days of trainings, after-school trainings, visiting other classrooms in the district with their induction mentor.