HIRSCH ELEMENTARY SCHOOL

41399 Chapel Way • Fremont, CA 94538-4202 • 510.657.3537 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Fremont Unified School District
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Superintendent

Marcus Battle
Associate Superintendent

Debbie Ashmore
Assistant Superintendent, Instruction

Raul M. Zamora, Ed.D.
Assistant Superintendent, Human Resources

School Description

O.N. Hirsch Elementary School prides itself in being "A Caring Community Working Together ." Our mission is to promote a school culture in which parents/guardians and staff work together to promote the development of the social, emotional, physical, and academic excellence of all students. Our school goals are to provide a rigorous and challenging curriculum based on the California State Standards, ensuring high levels of learning for all students; to provide a safe, positive learning environment; and to help students become independent, self motivated, and enthusiastic learners. At the core of our mission is to see the student as an individual. By working together to provide a program of full inclusion, which ensures that all students have access to the core curriculum, academic support programs, and enrichment programs, we will accomplish our goals. Through our Character Education Program and our schoolwide behavior plan, students learn the important role they play in their own education, how to make good choices based on important values and the importance of positive peer relationships. They remember to show BARK- Be on task, Act Responsibly, Respectful, and Keep Safe.

Part of making Hirsch a wonderful and caring school is our diversity.   We have students of many different ethnic backgrounds who speak many different languages. To ensure clear communication with all parents/guardians, we utilize the services of our district translators and our staff members who speak a variety of languages. Students come to us from diverse social and economic backgrounds and learning abilities. Together we strive for excellence as measured against standards and the student's own individual potential. The final components of our integrated network are our support services. Every student is given the support necessary to achieve excellence. We are especially pleased with our Academic Learning Center, our Resource and Speech program, and our before and after school intervention classes. Extra-curricular school activities include Student Council, Boys' and Girls' Basketball Teams, Science Olympiad, and Boys' and Girls' Soccer Teams.

We are proud of all the hard work teachers, parents/guardians and students put in to prepare for the future. It is by continually analyzing available data and examining and reevaluating our best practices that Hirsch will continue to be a high performing school meeting the needs of all our students. We are a community of learners who believe that given equitable access to the curriculum and utilizing research based strategies for learning, all students will be successful not just today but in the future in whatever college or career path they choose to take. It is because of this that we were one of the 780 schools in the state of California who are recipients of the California Distinguished School Award for 2017-2018.

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	51
Grade 1	76
Grade 2	73
Grade 3	87
Grade 4	92
Grade 5	92
Grade 6	99
Total Enrollment	570

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	74
Filipino	3.3
Hispanic or Latino	9.6
Native Hawaiian or Pacific Islander	0.4
White	8.1
Two or More Races	2.1
Socioeconomically Disadvantaged	23.2
English Learners	18.2
Students with Disabilities	12.6
Homeless	0.5

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 the School	17-18	18-19	19-20
With Full Credential	27	28	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	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

Notes:
1) "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

2) 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)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials
Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark/Adelante, Benchmark Education Adopted 2018 Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014 Big Day for PreK, Scholastic Adopted 2012 Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014 SpringBoard Course 1, College Board Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	STEMscopes for 6th grade Adopted 2017 Mystery Science Adopted 2016 California Science, Houghton Mifflin Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History -Social Science for CA, Scott Foresman Adopted 2006 World History: Ancient Civilizations, Holt Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Rights, Respect, Responsibility (3 R's) Adopted 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Hirsch Elementary School opened in 1964 with three buildings, an administrative office, a kindergarten classroom, a library surrounded by classrooms, and a multiuse building surrounded by classrooms. In 1990, two modular classrooms were added, along with another two in 1992. In 1998, another modular was added. Hirsch Elementary measures 33,022 square feet. During the summer of 2009, our roof was replaced, new windows installed, restrooms upgraded, and our staff room received a new tile floor and paint. In 2010, our new drive-through lot and parking lot was installed which makes drop-off and pick-up safer for students. In 2011, new playground equipment was installed which adds color and excitement to our school. New solar panels were installed during the summer of 2011 and we became the first all solar-powered school is Fremont. Hirsch is looking beautiful!

We have one day and one night custodian who keep our facilities clean. Each classroom is cleaned every other day, and the restrooms are cleaned every day. The district gardening crew tends to Hirsch School once every three months and is on call, as is the district maintenance crew. Comments are frequently made about our clean, cheerful campus! At our October 2019 Make a Difference Day, positive messages were added to our front poles to greet students and families each morning.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/23/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	
Overall Rating	**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 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	75	76	77	78	50	50
Math	76	77	73	74	38	39

Notes:
1) 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.

2) 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

Notes:
1) Cells with N/A values do not require data.

2) The 2017–18 data is not available. The CDE developed 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 was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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	15.6	24.4	43.3

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	361	352	97.51	76.14
Male	171	165	96.49	70.30
Female	190	187	98.42	81.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	257	253	98.44	83.79
Filipino	11	11	100.00	81.82
Hispanic or Latino	35	33	94.29	39.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	34	91.89	58.82
Two or More Races	13	13	100.00	69.23
Socioeconomically Disadvantaged	97	97	100.00	52.58
English Learners	149	146	97.99	66.44
Students with Disabilities	45	41	91.11	31.71
Homeless	--	--	--	--

Notes:

1) 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.

2) 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.

3) 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	361	355	98.34	76.90
Male	171	167	97.66	75.45
Female	190	188	98.95	78.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	257	255	99.22	85.88
Filipino	11	11	100.00	90.91
Hispanic or Latino	35	34	97.14	29.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	34	91.89	61.76
Two or More Races	13	13	100.00	76.92
Socioeconomically Disadvantaged	97	97	100.00	49.48
English Learners	149	149	100.00	68.46
Students with Disabilities	45	41	91.11	36.59
Homeless	--	--	--	--

Notes:
1) 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.

2) 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.

3) 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)
Hirsch School thrives due to the outstanding volunteers that assist our teachers, office staff, and students. There are so many ways to be an active participant in a student's education. We feel volunteering is an important and necessary one. There are numerous ways parents/guardians can participate at our school. The School Site Council, Parent Teacher Association (PTA), Site Safety Committee, and English Language Advisory Committee (ELAC) meet regularly with teacher representatives and the administration to give input and direction on how to best serve the changing needs of our students. The PTA sponsors many fund-raising activities and fun events, such as our Bulldog Jog, Harvest Festival, Family Movie Nights, Giving Tree (a holiday program), Spring Program, and many others. Our students are fortunate to receive enrichment programs such as Music for Minors and FAME classes provided by parent/guardian volunteers. Parents/guardians are encouraged to volunteer in their student's classroom, during class field trips and in the PTA.

We at Hirsch feel that communication is key to a productive relationship between the community, families and the school. We encourage parents/guardians to become involved with their student's day-to-day education. We communicate with families through classroom newsletters, our monthly School Newsletter sent through email, our automated attendance and messaging system by both phone and email, our website, our marquee, and family education nights. Teachers communicate daily by voicemail, email, or through student use of our Grades 3-6 homework planners. Teachers are available for conferences before and after school by request as needed. We include the community in school events like: talent shows, band concerts, Family Math Night and STEM Night. The Principal has an open door policy where families can ask questions, give suggestions, express their concerns and give commendations about our programs at Hirsch. We really appreciate our families at Hirsch as partners in the education of students. If you would like to volunteer at our school please contact the principal's office or your student's teacher at (510) 657-3537.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety is our highest priority. Teachers monitor the school grounds for 15 minutes before and after school as well as at all recesses. At lunchtime, trained noon supervisors monitor the lunchroom and the playground. Teachers and the principal regularly review the rules for safe, responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the main door and sign in at the office, where they receive a badge to wear throughout their visit.

We revise our School Safety Plan annually; it was last revised and adopted on April 1, 2019. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available for our School Site Council and Safety Committee, keep copies in the office for parents/guardians, and have it available on our website. We share the plan with all staff during a school wide staff meeting. We practice fire drills monthly and earthquake/disaster drills four times a year. We hold trainings for staff on emergency preparedness at various times in the year.

We have volunteers and teachers to help traffic move smoothly and safely in the valet area in front of the school.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.2	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	1.7
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	.0

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	
Resource Specialist (non-teaching)	3.0
Other	1.0

Note: 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	24		2		19	1	2		18	1	2	
1	24		3		24		2		24		3	
2	24		3		24		2		24		3	
3	28		3		28		3		28		3	
4	30		3		30		3		30		3	
5	30		3		30		3		30		3	
6	30		3		30		3		25	1	3	
Other	9	2			16	2	2		9	1		

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

2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days
2017-2018: 3 days
2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$65,398	$48,612
Mid-Range Teacher Salary	$87,958	$74,676
Highest Teacher Salary	$114,623	$99,791
Average Principal Salary (ES)	$142,026	$125,830
Average Principal Salary (MS)	$159,339	$131,167
Average Principal Salary (HS)	$160,959	$144,822
Superintendent Salary	$295,000	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

Note: 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	7723	1710	6013	86798
District	N/A	N/A	7677	$89,130.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-24.3	0.0
School Site/ State	-10.3	10.1

Notes:
1) Cells with N/A values do not require data.

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

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

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.