

# Searles 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	Searles Elementary School
Street	33629 15th Street
City, State, Zip	Union City, CA, 94587
Phone Number	(510) 471-2772
Principal	Raquel Bocage
Email Address	rbocage@nhusd.k12.ca.us
Website	<a href="https://sea.mynhusd.org/">https://sea.mynhusd.org/</a>
County-District-School (CDS) Code	01-61242-6001622

Entity	Contact Information
District Name	New Haven Unified School District
Phone Number	(510) 471-1100
Superintendent	Dr. John Thompson
Email Address	jthompson@nhusd.k12.ca.us
Website	<a href="https://www.mynhusd.org/">https://www.mynhusd.org/</a>

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

The mission of Searles Elementary is to educate all students in an inclusive, safe, healthy, and compassionate environment in partnership with our community to promote lifelong learning.

We envision a future in which schools are centers of thriving communities where everyone belongs, works together and succeeds to develop and empower every student to become critical, curious, strategic, and independent thinkers.

Our Community School Goal is to build a collaborative team of school staff, district staff, partners, community members, families and students to create a strong network of support to further promote the development of our youth and community. By combining our efforts, our students will not only be ready for college and career, but they will be our future leaders.

Searles Elementary is the home of the first Two-Way Dual Language Immersion Program. The program is a choice program that serves both English and Spanish learners. This program is open to students of different backgrounds and abilities from the NHUSD community. The goals of the Two-Way Dual Immersion Program is to develop a program of excellence that ensures bilingualism, biliteracy, high academic achievement, and the development of multicultural understanding among students.

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

Grade Level	Number of Students
Kindergarten	142
Grade 1	102
Grade 2	114
Grade 3	117
Grade 4	98
Grade 5	87
Grade 7	1
Grade 8	1
Total Enrollment	662

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.9
Asian	11.2
Filipino	7.7
Hispanic or Latino	65.4
Native Hawaiian or Pacific Islander	2.3
White	5
Two or More Races	3.8
Socioeconomically Disadvantaged	53.3
English Learners	39
Students with Disabilities	7.7
Foster Youth	0.2
Homeless	3.5

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	31	29	478
Without Full Credential	0	0	2	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

### 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	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)

**Year and month in which data were collected:** January 2019

New Haven Unified School District held a Public Hearing on October 15, 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. Textbooks and supplementary 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 the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, as of November 2018.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders 2018 (ELA / ELD)	Yes	0.0%
Mathematics	Bridges 2015	Yes	0.0%
Science	MacMillan/ McGraw Hill 2008	Yes	0.0%
History-Social Science	Harcourt California Reflections 2007	Yes	0.0%

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

Searles Elementary School was originally constructed in 1957 and is comprised of 28 classrooms, a multipurpose room, a computer lab. library, two staff rooms, administration building, and two playgrounds.

### Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. At the time of publication, 100% of the restrooms were in working order. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The data in the table was collected in May, 2018.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 5/22/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	35	41	51	51	50	50
Mathematics (grades 3-8 and 11)	27	28	40	42	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	298	290	97.32	2.68	41.03
Male	162	158	97.53	2.47	37.34
Female	136	132	97.06	2.94	45.45
Black or African American	12	11	91.67	8.33	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	56.00
Filipino	23	23	100.00	0.00	56.52
Hispanic or Latino	200	196	98.00	2.00	36.22
Native Hawaiian or Pacific Islander	11	10	90.91	9.09	50.00
White	11	10	90.91	9.09	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	159	156	98.11	1.89	36.54
English Learners	153	148	96.73	3.27	35.14
Students with Disabilities	31	30	96.77	3.23	10.00
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	298	293	98.32	1.68	28.08
Male	162	159	98.15	1.85	33.54
Female	136	134	98.53	1.47	21.64
Black or African American	12	11	91.67	8.33	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	38.46
Filipino	23	23	100.00	0.00	52.17
Hispanic or Latino	200	198	99.00	1.00	22.73
Native Hawaiian or Pacific Islander	11	10	90.91	9.09	30.00
White	11	10	90.91	9.09	40.00
Two or More Races	12	12	100.00	0.00	33.33
Socioeconomically Disadvantaged	159	158	99.37	0.63	22.15
English Learners	153	151	98.69	1.31	21.19
Students with Disabilities	31	30	96.77	3.23	6.67
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	13.8	26.4	12.6

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)

Searles Elementary realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of its students. The school greatly benefits from its supportive parents who volunteer in individual classrooms and participate in family activity nights. Parents are welcome to join the Parent Teacher Community (PTC), take Parent Education Classes, and join the School Site Council (SSC) and or English Language Advisory Committee (ELAC). Academic Parent Teacher Teams meet four nights per year to work on collaboration for student achievement.

### 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	0.9	2.2	1.3	3.1	2.9	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Searles Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in October 2019 by the School Site Council/English Language Advisory Committee. All revisions were communicated to both the classified and certificated staff. 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. Lockdown drills are held as needed. Students are supervised before and after school by certificated staff, and classified staff supervises students during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in at the front of and wear a badge while on campus.

## 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	23		6		21	1	5		24		6	
1	25		5		22	1	4		26		4	
2	26		4		24		5		23		5	
3	26		3		26		4		24		5	
4	31		3	1	29		3		30		3	
5	31		4		29		4		24	1	2	1
Other**												

\*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)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
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.

## 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	\$11,744	\$3,007	\$8,737	\$98,103.29
District	N/A	N/A	\$7,955	\$96,554.00
Percent Difference - School Site and District	N/A	N/A	9.4	4.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	7.1	21.7

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)

Searles Elementary receives the following categorical, special education, and support programs in addition to general state funding:

- Title I
- Title III
- LCFF Funding

With these funds, a variety of services are funded. We provide student reading, math, language development intervention support for students who qualify based on benchmark assessments. In addition, an Instructional Coach is funded to support Two Way Dual Immersion staff members in content areas, delivers professional development, and serves as a member of the site's Instructional Leadership Team (ILT). Release days or additional hours for staff to collaborate and participate in professional development is funded in order to move student achievement. Academic Parent-Teacher Teams is another support funded in order to strengthen teacher-family relationships by focusing on student academic growth and achievement.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,330	\$51,374
Mid-Range Teacher Salary	\$93,425	\$80,151
Highest Teacher Salary	\$119,350	\$100,143
Average Principal Salary (Elementary)	\$138,443	\$126,896
Average Principal Salary (Middle)	\$143,053	\$133,668
Average Principal Salary (High)	\$155,355	\$143,746
Superintendent Salary	\$266,650	\$245,810
Percent of Budget for Teacher Salaries	43%	35%
Percent of Budget for Administrative Salaries	7%	5%

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

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

All sites were provided one day for professional development prior to the start of the school year. Additionally, there are additional opportunities provided for professional development at staff meetings, grade level/department meetings, collaboration meetings and modified days.

We provide district-wide and site-based professional development focused upon the district's priority initiatives and a variety of topics. These topics include:

English Language Development; Designated and Integrated ELD  
 Multi-Tiered Systems of Support  
 Middle School NGSS-Aligned Instructional Materials  
 Mathematics, Habits of Mind, Habits of Interaction  
 Development of Physical Education Units that Meet State-Mandated Requirements  
 Rigorous Curriculum Design for ELA/ELD Integration  
 Universal Design for Learning  
 Positive Behavior Interventions and Supports  
 Trauma Informed Practices

The areas of focus for professional development were based upon our analysis of student performance data including results on the CAASPP, NWEA, California Dashboard, ELPAC and district created summative assessments. Professional development has been provided through working in collaboration with consultants that have been contracted by the district, on-site instructional coaching, attending conferences, administratively created and delivered professional development during before school meetings, faculty meetings and modified school days.

Our teachers are supported with implementation by being provided planning time, collaboration, conducting observations, providing feedback, and grade level / department meetings.