Elim 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	Elim Elementary School
Street	7677 N. Lander Avenue
City, State, Zip	Hilmar, CA 95324
Phone Number	209-667-1082 Extension 1103
Principal	Lisa Marques
Email Address	LMarques@hilmar.k12.ca.us
Website	http://ees.hilmarusd.org/
County-District-School (CDS) Code	24-65698-6025464

Entity	Contact Information
District Name	Hilmar Unified School District
Phone Number	209-667-5701
Superintendent	Isabel Cabral-Johnson
Email Address	icjohnson@hilmar.k12.ca.us
Website	www.hilmarusd.org

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

Elim Elementary is located in a small farming community in Central California. It is a Transitional Kindergarten through fifth grade (TK-5) school with nearly 1,000 students, that operates on a traditional calendar. Our student population is diverse and we pride ourselves on meeting the needs of our community of learners. Our entire staff of dedicated teachers and support personnel are committed to providing an exemplary learning environment based on high academic expectations for all students using Common Core Standards-Based Programs with supplemental programs for students with additional needs. Elim supports both an English/Spanish K-5 Dual Immersion program and a English/Portuguese Immersion program which is in its third year of implementation. We also have a Portuguese cultural enrichment program in grades 4-5. Elim Elementary is a safe and fun community of learners who are kind, respectful, safe and responsible. They set high expectations for themselves and persevere.

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

Grade Level	Number of Students
Kindergarten	257
Grade 1	163
Grade 2	140
Grade 3	163
Grade 4	122
Grade 5	154
Total Enrollment	999

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.5
Asian	0.6
Filipino	0.2
Hispanic or Latino	37.9
White	59.1
Two or More Races	1.3
Socioeconomically Disadvantaged	52.5
English Learners	23.2
Students with Disabilities	6.4
Foster Youth	0.4
Homeless	1

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	47	49	50	118
Without Full Credential	1	1	2	6
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	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: September, 2019

The overall quality of our textbooks is good. We use a combination of hardbacks, consumables, literature, and on-line resources. We are open to new and different instructional strategies, ideas, research, and materials that promote student learning and academic progress.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court and Houghton/Mifflin (K-5) 2002	Yes	0%
Mathematics	Harcourt-Brace (K-5) 2002	Yes	0%
Science	McMillan/McGraw Hill (K-5) 2007	Yes	0%
History-Social Science	Harcourt (K-5) 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Elim Elementary School was built in 1935 and has been updated and modernized throughout its years of existence. Our current facilities house 40 classrooms and several resource rooms that house many support services. These services include special education, reading and math intervention programs, music program,one computer labs, a behavior support room and a cafeteria.

In addition to classroom and support services Elim Elementary provides outside recreational areas for students. These include three playground structures designed for climbing and sliding, exercise equipment area, basketball courts, soccer fields, tether ball courts, handball walls, and benches under our trees to sit and talk with school friends as well as buddy benches. Students are encouraged to have pride in their school facilities by helping to keep the school clean. District maintenance and custodial staff work on a daily basis to help Elim stay clean and safe for all students and staff. Classrooms are cleaned on a daily basis and maintenance requests submitted electronically for timely attention.

The Hilmar Unified School District prides itself on maintaining clean and safe schools for all of our students. Our maintenance and grounds departments work timely and diligently to maintain facilities and grounds in excellent working and playing shape.

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: August, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 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	40	35	42	50	50
Mathematics (grades 3-8 and 11)	25	30	19	26	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	438	435	99.32	0.68	40.00
Male	226	224	99.12	0.88	37.05
Female	212	211	99.53	0.47	43.13
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	171	169	98.83	1.17	27.22
Native Hawaiian or Pacific Islander					
White	254	253	99.61	0.39	48.22
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	246	244	99.19	0.81	28.28
English Learners	113	112	99.12	0.88	28.57
Students with Disabilities	51	48	94.12	5.88	10.42
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	438	435	99.32	0.68	29.66
Male	226	224	99.12	0.88	29.46
Female	212	211	99.53	0.47	29.86

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	171	169	98.83	1.17	14.79
Native Hawaiian or Pacific Islander					
White	254	253	99.61	0.39	39.53
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	246	244	99.19	0.81	20.90
English Learners	113	112	99.12	0.88	14.29
Students with Disabilities	51	48	94.12	5.88	6.25
Students Receiving Migrant Education Services	--	--	--	--	--
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	12.9	23.6	25.7

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)

Elim Elementary prides itself on partnering with parents to ensure a well-rounded education for our students. Some of the opportunities available for parents are:

Volunteering in their child's classroom
Attending parent/teacher conferences
Participating in Literacy Night activities as well as other parent workshops
Becoming involved with our Elim Parent Teacher Organization
Attending and participating in our School Site Council, English Language Advisory Council and/or our Parent to Parent meetings (for parents of students with special needs)
Attending or volunteering to help with different school events such as our Dual Language Family Night, Science Fair, Speech and Spelling contests, 1800's Day and Gold Rush Days, to name a few
Chaperoning field trips
Following us on Facebook
Interacting via Parent Square, Class Dojo, Remind and other various applications

We welcome parent participation and questions. For more information on how parents can become involved, contact Lisa Marques, Principal at 209-667-1082

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	1.9	0.8	1.7	4.8	4.0	5.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

School safety is of greatest importance in the Hilmar Unified School District. A safety program was developed with input from students, staff, and parents. The school safety plan is reviewed and updated on an annual basis and approved by the Elim School Site Council. Students and staff are trained on their responsibilities during emergency situations. Evacuation drills and containment drills are held once per month. All visitors to Elim Elementary School are required to sign in at the office and wear visitor tags while on campus. Students may only leave the school with a designated adult on file if checked out through the office. Should a crisis occur we have counselors to assist students, parents, and 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	22		11		22	2	10		21	6	6	
1	22	3	4		23	3	3		23		7	
2	21	2	4		23	1	6		23	1	5	
3	24		6		22	2	4		23		7	
4	25		5		26		5		29		4	
5	28		6		27		6		27		6	
Other**	13	1			10	1			6	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*	1427.1

*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)	.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	1.0

*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.

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	$10,892		$10,892	$74,626
District	N/A	N/A	$10,892	$74,626
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	36.8	2.3

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)

Supplemental programs and supplemental services provided through categorical funds are varied throughout the school. Most programs are multi-funded, therefore giving Elim the flexibility to provide the most comprehensive services possible. Services are directly delivered to students through Literacy Coordinators, Math coordinator, paraprofessionals, and Intervention teachers. Services are provided during and after school settings. Varied materials are purchased and used to meet the different student needs. Professional development is provided on an ongoing basis to all personnel working with students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,491	$46,208
Mid-Range Teacher Salary	$70,325	$72,218
Highest Teacher Salary	$93,691	$92,742
Average Principal Salary (Elementary)	$110,942	$134,864

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	$108,804	$118,220
Average Principal Salary (High)	$129,014	$127,356
Superintendent Salary	$198,318	$186,823
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	7%	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	48	67	73

Professional development at Elim has been driven by student and teacher needs as measured by various assessments (STAR, SBAC, ELPAC, local benchmarks) and surveys. We have focused on research based instructional practices to deliver Common Core instruction. We have been providing balanced literacy instruction across all grade levels and have ongoing balanced literacy workshops for all teachers as well as new teachers. We have provided opportunities across grade levels for professional development specifically in the area of writing and how we can support writing throughout our lessons. We have participated in G.L.A.D. and LDC training as well to enhance our program. We provide ongoing training to teachers to learn how to integrate our ELA and ELD standards.

Our teachers have also has participated in the Silicon Valley Math Initiative, ELM and Eureka math trainings. Participants learn effective teaching strategies on how to instruct Common Core math.

Teachers have attended numerous workshops, conferences, site and district professional development on research-based best practices. Release time has been provided to each grade level for the development of Common Core Modules. We have and continue to participate in PBIS training to improve our school climate. We continue to participate in Evidence Based Practice trainings as well as Trauma Informed Practice trainings. Staff have and continue to participate in partial/full day trainings to deepen their understanding of Evidence Based Practices, especially as it relates to students with special needs.

Each month we provide partial days for our grade level teams to meet and collaborate. During these meetings, running records are analyzed and teachers collaborate to further develop units of study. Additionally, each trimester grade levels are given days to calibrate their student writing samples and discuss strategies to improve writing across their grade level. We have taken full professional development days as well, to vertically analyze writing across all grade levels to deepen our understanding of the expectations and what we need to do to improve our instruction.

Below is a breakdown of the Professional Development Days and who participated (full/partial staff). Full participation indicates all staff participated in the training. Partial Staff indicates only part of our staff participated, those who it directly related to. For example, all 7 Kindergarten teacher collaborate for a full day, but they are part of our full staff. Additionally, we have multiple professional development activities on the same day (full and partial day), but we are only counting it as one full day. For example, we may have a writing calibration day for the full day and our grade level meetings (Early Release Day) after that. We are only counting it as one day.

Descriptors Full Participation/Full Day (FF) Full Participation/Partial Day (FP/PD)   Partial Participation/Full Day (PP/FD) Partial Participation/Parital Day (PP/PD)

District Inservice Days   FF 17-18 5 Days, 18-19 5 Days, 19-20 5 Days

Writing Calibration Days PP/FD 17-18 20 Days, 18-19 21 Days, 19-20 23 Days

Grade Level/Department Collaboration Days/Math Professional Development PP/FD 17-18 5 Days, 18-19 13 Days, 19-20 22 Days

Balanced Literacy / Grade Level Meetings / Paraprofessional Meetings FP/PD 17-18 10 Days, 18-19 9 Days, 19-20 15 Days

Evidence Based Practice   PP/FD 17-18 8 Days, 18-19 16 Days, 19-20 (7 Days)

New Teacher Training (Literacy)   PP/FD 17-18 0 Days, 18-19 4 Days, 19-20 6 Days