



Fletcher Hills Elementary School

2330 Center Place • El Cajon, CA 92020 • 619.668.5820 • Grades K-6

Eileen Cotter, Principal

eileen.cotter@lmsvschools.org

<https://www.lmsvschools.org/fletcherhills/>

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



La Mesa-Spring Valley School District

4750 Date Avenue
La Mesa, CA 91942-9214
(619) 668-5700
www.lmsvschools.org

District Governing Board

Dr. Emma Turner, Board President
Rebecca McRae, Board Vice President
Chardá Fontenot, Clerk
Megan Epperson, Board Member
Jim Long, Board Member

District Administration

David Feliciano
Superintendent
Jennifer Nerat
Asst. Superintendent, Business Services
Tina Sardina
Asst. Superintendent, Human Resources
Guido Magliato
Asst. Superintendent, Learning Support
Deann Ragsdale
Asst. Superintendent, Student Supports
Meg Jacobsen
Executive Director, Innovation & Engagement
Valerie Ranum
Director, Business Services
Jill Whittenberg
Director, Child Nutrition
Xavier Thomas
Director, Classified Personnel
Seth Boomgarden
Director, Fiscal Services
Camille Antaky
Director, Information Technology
Jason Brust
Director, Maintenance, Operations & Facilities
Cara Lawler
Director, Technology & Learning Resources
Nick Richard
Director, Transportation

School Description

Welcome to Fletcher Hills Elementary School! Our staff and community work together closely to provide each child with the positive and supportive academic experience they need to reach their full potential. We are passionate about teaching and learning. Our dedication to thoughtful teaching and powerful learning guides us as we prepare our students to become confident, concerned, productive citizens.

We are committed to providing our students with a challenging and enriching education that assists each child in developing the skills necessary to read well, think clearly, communicate effectively, compute accurately, value and appreciate diversity, and work to find creative solutions to complex challenges. Our comprehensive academic program is designed to meet diverse instructional needs, and is closely monitored by grade-level Professional Learning Communities/Data Teams. Through this process, all teachers take responsibility for the academic, emotional, and social well-being of all students. Students participate in "WIN" time (What I Need) 4 days a week. During WIN time students are provided with what each individual needs to make progress on essential core academic standards. Students who need to be challenged are provided that opportunity while students who require reteaching and additional instruction on concepts are provided that opportunity. Teachers work with their colleagues in Professional Learning Communities to analyze data in order to measure student progress and plan for next steps in each student's learning. Teachers meet weekly to examine data and come together with the Principal and support staff every 6-8 weeks to examine student achievement toward mastery of essential standards and to plan for enrichment and interventions in the coming weeks.

In addition, programs like PeaceBuilders support our students in developing the intrinsic values that allow them to be caring citizens and increase their abilities to solve interpersonal problems peacefully. Each month there is a school-wide focus on a different character trait. Each week a different class shares a connection to the character trait through a song, sharing facts, reading a poem etc. A variety of after-school enrichment classes provide additional opportunities for students to advance their skills and develop their interests. Through a strong comprehensive instructional program, the inclusion and support of our community, and our commitment to every child learning every day, students are met with success.

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	108
Grade 1	86
Grade 2	89
Grade 3	111
Grade 4	77
Grade 5	98
Grade 6	87
Total Enrollment	656

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
Asian	2.7
Filipino	1.4
Hispanic or Latino	25
Native Hawaiian or Pacific Islander	0.3
White	61.9
Two or More Races	7.2
Socioeconomically Disadvantaged	22.9
English Learners	3.5
Students with Disabilities	10.7
Homeless	2

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 Fletcher Hills	17-18	18-19	19-20
With Full Credential	28	28	29
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for La Mesa-Spring Valley	17-18	18-19	19-20
With Full Credential	♦	♦	516
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Fletcher Hills Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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)

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>TK, Houghton Mifflin-Harcourt, Journeys - Year Adopted 2009 K – 6th, McGraw-Hill, Wonders - Year Adopted 2016 K – 3rd, McGraw-Hill, Maravillas - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync - Year Adopted 2015</p> <p>Supplemental Instructional Materials: Cambrium Learning, Read Well - Year Adopted 2013 McGraw-Hill, Flex Literacy - Year Adopted 2017 McGraw-Hill, Wonder Works - Year Adopted 2016</p> <p>English Language Development TK, Hampton Brown, Avenues - Year Adopted 2011 K – 6th, McGraw-Hill, Wonders, English Language Development - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync, English Language Development - Year Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>TK – 5th, Houghton Mifflin-Harcourt, Expressions - Year Adopted 2015 6th College Board, Springboard - Year Adopted 2015 6th – 8th, College Preparatory Math - Year Adopted 2019</p> <p>Supplemental Instructional Materials: Moby Max - Year Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>TK-5th, Pearson Scott-Foresman, California Science - Year Adopted 2007 6th – 8th, Holt, Rinehart & Winston, Holt California Science - Year Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>TK – 5th, Pearson Scott-Foresman, History-Social Science for California - Year Adopted 2006 6th, Glencoe McGraw-Hill, Discovering our Past - Year Adopted 2006 7th – 8th, National Geographic, World History & US History - Year Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>6th – 8th, Prentice Hall, Realidades - Year Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	75	53	53	50	50
Math	69	71	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	12.5	27.1	49.0

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	373	366	98.12	75.41
Male	213	210	98.59	70.95
Female	160	156	97.50	81.41
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	96	91	94.79	63.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	226	224	99.12	80.80
Two or More Races	26	26	100.00	73.08
Socioeconomically Disadvantaged	114	112	98.25	54.46
English Learners	23	23	100.00	52.17
Students with Disabilities	46	40	86.96	27.50
Homeless	13	13	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	373	365	97.86	70.96
Male	213	209	98.12	71.29
Female	160	156	97.50	70.51
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	96	90	93.75	56.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	226	224	99.12	75.45
Two or More Races	26	26	100.00	76.92
Socioeconomically Disadvantaged	114	111	97.37	50.45
English Learners	23	23	100.00	56.52
Students with Disabilities	46	39	84.78	23.08
Homeless	13	13	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Fletcher Hills welcomes and values parental involvement. It takes a team to support all of our students, and parents are a crucial part of that team. We have documented over thousands of hours of volunteer time this past year. Along with direct contact with children by volunteering in the classroom, parents are encouraged to serve on various site and district committees. Additionally, we invite parents who would like to volunteer to become involved in other programs such as: Art Docent Program – Volunteers using district art prints and curriculum provide fine arts instruction to classroom groups of students, Everyone A Reader – Trained volunteer tutors are matched with struggling readers in the first, second, and third grades to improve fluency and comprehension, Everyone a Reader volunteers work one-on-one with students using research-informed instructional methods to help the children reach their grade-level in reading. Volunteers work with their students approximately one hour per week for at least six months, and MORE! If you are interested in volunteering with students and you aren't sure how, talk to your child's teacher, there are many opportunities.

English Language Acquisition Committee – ELAC is a group of parents of students who are English learners. This group meets four times each year to receive information on special programs and services and to understand how instruction is provided to students who are learning English.

Parent Volunteering Opportunities – Parents of our community serve as volunteers in the classrooms, on field trips, and throughout our school programs and activities.

PTA – Our active and involved PTA supports Fletcher Hills' students, staff, and parents in a variety of ways. The PTA Board meets monthly and provides support for school programs and activities, including assemblies, fundraisers, Family Nights, book fairs, and evening activities.

School Site Council – SSC is an elected group of parents and staff who meet at least four times a year to study the effectiveness of curriculum and instruction and make recommendations for allocating site funds.

Contact for volunteers: Alise Ruiz, 619.668.5820 ext. 1397

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

Current site Comprehensive School Safety Plans (CSSP) are received by the district each year and are approved by the La Mesa-Spring Valley School Board of Education. Each site's plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school's Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Council for review and acceptance prior to submission to the Board of Education.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.2	2.4	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.3	4.0	4.6
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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
Other	4.4

* 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	22	1	4		23	1	4		23	1	4	
1	26		4		26		3		28		3	
2	26		3		27		4		27		3	
3	32		3		27		3		27		4	
4	31		2	1	34			2	23	1	2	
5	34			3	33			3	32		1	2
6	26	1		2	33		1	2	26	1	3	
Other**					14	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	63	92	71

Professional learning in La Mesa-Spring Valley continues evolving to cultivate capacity and efficacy of teachers so that they can ensure high levels of learning for each and every student. In recent years professional learning has emphasized developing a common language around high quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. This work has included a deeper dive into content standards through the selection of essential standards and discussions around mastery and effective assessment. In response to student performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to mathematics and English learners.

New for the 2019-20 school year is our Blended Professional Development program which will offer online professional development options while still offering face-to-face professional development. Some of the professional learning that we will offer includes: Igniting ELD multi-year seminars where teachers learn and implement strategies for designated and integrated ELD and using formative assessment to guide standards-based instruction, Mindful Math where participants will develop deeper understandings of math teaching and how to enrich it while making the District math curriculum more accessible to their students, and ProAct, which teaches participants techniques they can use to deescalate a child's behavior. Additional professional development continues to address professional learning communities, curriculum adoptions, differentiation, special education, NGSS and effective integration of technology into instruction.

With professional learning communities as a foundation, professional development is approached from multiple angles to ensure that it is relevant, timely, and targeted to both student and teacher needs. Teachers meet weekly, as a grade level or discipline, to analyze student data and discuss best practices to address the needs of each and every student.

The district offers workshops and multiple-day seminars, after-school workshops, online courses, and one-on-one coaching and modeling. Select teachers also attend conferences and workshops offered through outside agencies. District staff also partners with principals providing professional development at site learning days and staff meetings.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,772	\$45,741
Mid-Range Teacher Salary	\$71,738	\$81,840
Highest Teacher Salary	\$103,837	\$102,065
Average Principal Salary (ES)	\$139,958	\$129,221
Average Principal Salary (MS)	\$135,888	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$225,239	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	4%	5%

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

Types of Services Funded

Special Education
 Title II Part A - Improving Teacher Quality
 Title III Part A - Limited English
 Lottery - Instructional Materials

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,434.11	\$0.00	\$5,434.11	\$98,904.00
District	N/A	N/A	\$5,837.70	\$86,058.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.2	13.9
School Site/ State	-32.0	17.9

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.