

# Hazel Fischer 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	Hazel Fischer Elementary School
Street	1605 Blagen Rd.
City, State, Zip	Arnold, CA 95223-0329
Phone Number	(209) 795-8030
Principal	Brett Loring
Email Address	bloring@vsd.k12.ca.us
Website	www.vallecitok12.com
County-District-School (CDS) Code	05 61580 6003396

Entity	Contact Information
<b>District Name</b>	Vallecito Union School District
<b>Phone Number</b>	(209) 795-8500
<b>Superintendent</b>	James Frost
<b>Email Address</b>	jfrost@vsd.k12.ca.us
<b>Website</b>	www.vallecitok12.com

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

From a one-room schoolhouse in Avery to its present location across from White Pines Lake and named for its founding teacher, Hazel Fischer Elementary School maintains a small, supportive community feel that would make Miss Fischer proud. Some of Miss Fischer's former students now have grandchildren attending this school. Through parents, staff, and community resources, Hazel Fischer Elementary offers a variety of learning activities such as painting, ceramics, ski trips, afterschool sports, a computer Lab, and an engaged parents club that hosts a variety of activities and fundraisers to support classrooms and learning.

Stakeholders have worked together with the Vallecito Union School District to develop goals for the Local Control Accountability Plan and School Plan for the site. Schoolwide initiatives support student learning and proficiency in the Common Core State Standards (CCSS) and include multiple online and curriculum-embedded formative assessments, progress monitoring in English Language Arts using Guided Reading and running records, Multi-Tiered System of Support, the adoption and implementation of curriculum aligned with CCSS and professional development focusing on curriculum adoptions. Social Emotional Learning workshops and training for staff have included Mindfulness, Trauma-Informed Strategies, and bullying-prevention activities.

Our mission is to connect learners to meaningful instruction, significant adult relationships, and an overall supportive environment that promotes learning, life skills, and positive relationships and engagement.

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

Grade Level	Number of Students
<b>Kindergarten</b>	42
<b>Grade 1</b>	27
<b>Grade 2</b>	22
<b>Grade 3</b>	33
<b>Grade 4</b>	23
<b>Grade 5</b>	21
<b>Total Enrollment</b>	168

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	0.6
Hispanic or Latino	16.7
White	70.2
Two or More Races	5.4
Socioeconomically Disadvantaged	50.6
English Learners	3
Students with Disabilities	10.1
Homeless	1.2

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	8	9	9	31
Without Full Credential	0	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### 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 2018

Vallecito Union held a public hearing in November, 2019 and determined that each school within the district had 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 California 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.

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Journeys (5th)/Center for Collaborative Classroom (TK-4)	Yes	0%
<b>Mathematics</b>	GoMath	Yes	0%
<b>Science</b>	Scott Foresman	Yes	0%
<b>History-Social Science</b>	Harcourt Brace	Yes	0%

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

Hazel Fischer Elementary was originally constructed in 1973 and is comprised of 21 classrooms, one gym/ multipurpose room/cafeteria, one library, one staff lounge, one computer lab, and one playground along with an activity field. Cleaning Process: The principal works regularly with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. 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. A general obligation school bond measure was passed in 2018 that will provide funding for repairs and upgrades to the existing and aging infrastructure, including roof repairs and upgrades to the HVAC system.

### 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:** 10/24/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Boiler Room: With passage of the Bond - Measure E, HVAC upgrades are planned in 2020.
<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	Poor	With the passage of the Bond - Measure E, roof repairs are planned in 2020.
<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)	50	55	55	56	50	50
Mathematics (grades 3-8 and 11)	34	45	51	49	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	76	75	98.68	1.32	54.67
Male	35	34	97.14	2.86	44.12
Female	41	41	100.00	0.00	63.41
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	12	12	100.00	0.00	58.33
Native Hawaiian or Pacific Islander					
White	56	55	98.21	1.79	52.73
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	42	41	97.62	2.38	46.34
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	11	10	90.91	9.09	10.00
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					

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
<b>All Students</b>	76	75	98.68	1.32	45.33
<b>Male</b>	35	34	97.14	2.86	44.12
<b>Female</b>	41	41	100.00	0.00	46.34
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	12	12	100.00	0.00	50.00
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	56	55	98.21	1.79	47.27
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	42	41	97.62	2.38	43.90
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	11	10	90.91	9.09	10.00
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					

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			

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)

As a community focused school, we rely on parent volunteers, community members, and businesses to support students with more individual attention, small group activities, special programs, and financial support in equipment and supplies. Parents are involved in Parents Club, School Site Council, Adopt a Class, Library helpers, classroom volunteers, ski program, and special events. Partnerships have been established between Parents Club and local businesses and community organizations to leverage resources for students and the school. Parents are invited to participate in school and district committees, activities, and initiatives. Parent feedback about the school is elicited through the California Healthy Kids Parent Survey and other surveys pertinent to current issues.



## 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
<b>Suspensions</b>	4.0	1.1	0.6	3.8	5.2	4.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

Safety of students and staff is a primary concern of the Vallecito Union School District. The schools are always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each School Site Safety plan is reviewed and updated annually. 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. Many staff have received training in ALICE for how to respond to a variety of threats. Fire, evacuation, and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held once a year. The school works with emergency responders including Ebbetts Pass Fire District and the Calaveras County Sheriff Office in planning and reporting. Students are supervised before and after school and at lunch by classified staff. There is a designated area for student drop off and pick up. Visitors must check in at the office. Communication tools and alternatives are identified and used in the event of power outages or other scenarios that restrict traditional communication avenues.

## 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+
<b>K</b>	29		1		20	1			13	4		
<b>1</b>	29		1						17	1		
<b>2</b>	25		1		26		2		22		1	
<b>3</b>	24		1		23		1		17	2		
<b>4</b>	25		1		19	1			23		1	
<b>5</b>	31		1		26		1		21		1	
<b>Other**</b>												

\*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)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.72
Psychologist	.25
Social Worker	0
Nurse	.2667
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	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	\$6,906	\$1,400	\$5,506	\$65,876
District	N/A	N/A	\$12,753	\$58,693
Percent Difference - School Site and District	N/A	N/A	-79.4	11.5
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-30.7	1.4

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)**

Hazel Fischer Elementary offers students support through a part-time counselor, Speech Therapist, library media and instructional aide staff. A Student Success Team reviews interventions and progress monitoring for students who are referred by their teacher. A Learning Lab structure is designed to provide differentiated learning of skills. Title 1 services became available on a School Wide Program basis in 2018-19.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,511	\$45,252
Mid-Range Teacher Salary	\$63,236	\$65,210
Highest Teacher Salary	\$90,160	\$84,472
Average Principal Salary (Elementary)	\$101,019	\$107,614
Average Principal Salary (Middle)	\$100,743	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$41,399	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	7%	7%

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	3	3	3

Hazel Fischer Elementary School teachers have engaged in a number of professional development opportunities over the last few years. Most recently, teachers have received training in teaching the new California Common Core State Standards for Mathematics, English Language Arts, and the Next Generation Science Standards. Teachers have used professional development time to develop and implement a multi tiered system of supports. As the product of an MTSS grant for 2018-2020, the site has established an MTSS Leadership Team to guide processes and practices that seek to reach the continuum of students at Hazel Fischer Elementary. Trainings have taken place both as trainings on professional development days for all staff, as well as release days for specific subject area instructors. As a leader in the use of educational technology, our teachers receive ongoing professional development in technology resources. Hazel Fischer Elementary School, as part of the Vallecito Union School District, provides staff with three full-day professional development days as part of the contractual work year. Each teacher receives on average, 3 additional days for subject-specific targeted professional development on release days. Professional development is supported by ongoing discussion, coaching, data collection, and collaboration. The majority of faculty meeting time is aimed at professional development. Personal growth resources such as books and other publications are also provided to staff and discussed in faculty meetings.