



# Fletcher Hills Elementary School

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

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

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### La Mesa-Spring Valley School District

4750 Date Avenue  
La Mesa, CA 91942-9214  
(619) 668-5700  
[www.lmsvschools.org](http://www.lmsvschools.org)

#### District Governing Board

Rebecca McRae  
**Board President**

Chardá Bell-Fontenot  
**Board Vice President**

Megan Epperson  
**Clerk**

Minerva Martinez Scott  
**Board Member**

Sarah Rhiley  
**Board Member**

#### Superintendent

David Feliciano

### 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 intervention groups 4 days a week. During intervention 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.

### 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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	78
Grade 2	87
Grade 3	93
Grade 4	106
Grade 5	75
Grade 6	88
<b>Total Enrollment</b>	<b>651</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
Asian	2.9
Filipino	0.6
Hispanic or Latino	27.8
Native Hawaiian or Pacific Islander	0.3
White	60.2
Two or More Races	6.6
Socioeconomically Disadvantaged	22.7
English Learners	2.6
Students with Disabilities	11.7
Homeless	1.8

## 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	18-19	19-20	20-21
With Full Credential	28	29	30
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for La Mesa-Spring Valley	18-19	19-20	20-21
With Full Credential	♦	♦	523
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	13

### Teacher Misassignments and Vacant Teacher Positions at Fletcher Hills Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>TK, Houghton Mifflin-Harcourt, Journeys - Year Adopted 2009                      K – 6th, McGraw-Hill, Wonders - Year Adopted 2016                      3rd-4th, McGraw-Hill, Maravillas - Year Adopted 2016                      7th – 8th, McGraw-Hill, StudySync - Year Adopted 2015</p> <p>Supplemental/Intervention Instructional Materials:                      Cambrium Learning, Read Well                      McGraw-Hill, Flex Literacy                      McGraw-Hill, Wonder Works</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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Mathematics</b></p>	<p>TK – 5th, Houghton Mifflin-Harcourt, Math Expressions - Year Adopted 2015                      6th – 8th, College Preparatory Math - Year Adopted 2019</p> <p>Supplemental Instructional Materials:                      Moby Max</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Science</b></p>	<p>TK-5th, Pearson Scott-Foresman, California Science - Year Adopted 2007                      6th - 8th, Holt, Rinehart &amp; Winston, Holt California Science - Year Adopted 2007</p> <p>Supplemental Instructional Materials:                      TK-6th, Studies Weekly, Science Weekly</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>History-Social Science</b></p>	<p>K - 6th, Studies Weekly, Studies Weekly - Year Adopted 2020                      7th – 8th, National Geographic, World History &amp; US History - Year Adopted 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Foreign Language</b></p>	<p>6th – 8th, Prentice Hall, Realidades - Year Adopted 2004</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

### 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)

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 rate for each system inspected
- The overall rating

**Year and month in which data were collected: June 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Repair wall damage. Replace damaged and missing ceiling tiles.
<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>	<b>Good</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	75	N/A	53	N/A	50	N/A
Math	71	N/A	42	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	42	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2020-21)**

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 thousands of hours of volunteer time every year for many years. At Fletcher Hills, volunteers are part of what makes our school GREAT! Along with direct contact with children by volunteering in the classroom, parents are encouraged to help by preparing materials in our workroom or in the classroom. Parents can also 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 (School Year 2020-2021)**

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.4	1.7	4.0	4.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.72	3.4	2.6
Expulsions	0.0	0.03	.06

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### 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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library and Learning Resources Technician	.65
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	.14
Nurse	.2
Health Technician	.89
Speech/Language/Hearing Specialist	0.8
Site Teacher on Special Assignment (Intervention, Site Subs, etc.)	3
Resource Specialist (non-teaching)	
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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
TK	23	0	1	0	27	0	1	0	1	0	1	0
TK/K	0	0	0	0	0	0	0	0	0	0	0	0
K	27	0	3	0	26	0	3	0	25	0	4	0
K/1	0	0	0	0	0	0	0	0	0	0	0	0
1	26	0	3	0	27	0	3	0	26	0	3	0
1/2	0	0	0	0	0	0	0	0	0	0	0	0
2	26	0	4	0	27	0	3	0	29	0	3	0
2/3	0	0	0	0	0	0	0	0	0	0	0	0
3	27	0	3	0	26	0	3	0	27	0	3	0
3/4	0	0	0	0	0	0	0	0	0	0	0	0
4	34	0	0	2	30	0	2	0	35	0	1	2
4/5	35	0	0	1	28	0	1	0	0	0	0	0
5	34	0	0	2	33	0	0	1	35	0	0	2
5/6	32	0	1	0	32	0	1	1	0	0	0	0
6	34	0	0	2	30	0	2	0	27	0	3	0
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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	1.5	3.5	5.5

Professional learning in La Mesa-Spring Valley Schools (LMSVS) 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, social-emotional learning and having an equity lens in all our work. 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.

During the 2019-20 school year we began a Blended Professional Development program which offered online professional development options while still offering face-to-face professional development. With in-person learning restrictions in place due to COVID-19, the professional development for our educators during 2020-21 thus far has been completely online.

Regardless of the learning format, our LMSVS educators are eager to engage in professional development, and the District is committed to supporting them with many tools, strategies, and training to support our online learning model. Central to our training in 2020-21 is the Distance Learning Playbook brought to us with educational research partners Doug Fisher, Nancy Frey and John Hattie. A book was ordered for each certificated educator in our system. The book study will be used throughout the year to anchor our practice and approach to distance learning and instruction.

Professional development days at the start of the 2020-21 school year ensured deep learning of essential components of our distance learning program.

The training sessions included:

- Distance Learning Playbook
- Supporting Social Emotional Learning (SEL) in Distance Learning
- Google Classroom Dojo, Seesaw or Jupiter Grades
- Zoom Enhanced (Using Zoom to support differentiation and small groups)
- Designated ELD support and strategies
- Supporting students with IEPs in online/distance learning

As the school year progresses, we will continue to provide support in these areas to deepen our expertise in providing both distance and hybrid learning to our students. These opportunities, thus far, include professional development activities conducted on more than 70 days.

In order to help support the planning and professional development of our educators, the LMSVS Distance Learning Website was redesigned to include pacing guides, quick links for tutorials with Zoom, Google Classroom, Seesaw, Dojo, online curriculum supports and more. The site now also includes tools and information for supporting English learners and providing differentiation in the content areas.

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 and to capitalize on teacher expertise. 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.

Regardless of the manner in which our students are educated, LMSVS believes in continuous learning and we will ensure high-quality professional learning to all of our staff in an on-going manner throughout the entire 2020-2021 school year.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,887	\$51,004
Mid-Range Teacher Salary	\$73,172	\$82,919
Highest Teacher Salary	\$105,914	\$104,604
Average Principal Salary (ES)	\$135,582	\$131,277
Average Principal Salary (MS)	\$143,515	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$219,300	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Title I - Basic Grant  
 Special Education  
 ASES - After School Education and Safety  
 Title II Part A - Improving Teacher Quality  
 Title III Part A - Limited English  
 Title III Immigrant Student Program  
 Lottery - Instructional Materials

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,714.05	\$0.00	\$5,714.05	\$91,164.94
District	N/A	N/A	\$6,134.13	\$87,249
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.1	4.4
School Site/ State	-30.2	8.0

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