Heritage Elementary

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

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.

Alberto Velarde, Principal

⚲ Principal, Heritage Elementary

About Our School

Heritage Elementary School provides a nurturing environment to support the high achievement of all students, and prepare them for college and career. Our expectation is to engage, inspire, and create life long learners. We value and respect diversity, and promote positive interactions among all students and staff.

Contact

Heritage Elementary
509 Eden St.
Lodi, CA 95240-4207

Phone: 209-331-7334
Email: avelarde@lodiusd.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Lodi Unified
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
Email Address	cwasher@lodiusd.net
Website	www.lodiusd.net

School Contact Information (School Year 2019—20)	
School Name	Heritage Elementary
Street	509 Eden St.
City, State, Zip	Lodi, Ca, 95240-4207
Phone Number	209-331-7334
Principal	Alberto Velarde, Principal
Email Address	avelarde@lodiusd.net
County-District-School (CDS) Code	39685856097760

Last updated: 12/13/2019

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

Heritage Elementary was opened to students in the 1976 at the location of Garfield and Eden Streets in Lodi. Heritage School serves kindergarten through sixth grade students on a modified traditional calendar. It also accommodates one state pre-schools and two Headstart pre-school.

Mission:

- Heritage students and staff are committed to being lifelong and self-driven learners.

Vision:

- For students and teachers to be accountable for thier own learning.

Beliefs:

- Setting high expectations
- Cultivate and develop trust and support
- Every student can learn
- Building relationships
- Assessing frequently and focusing on achievement
- Using AVID best teaching practices
- Providing multiple opportunity to demonstrate learning

Last updated: 1/10/2020

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

Grade Level	Number of Students
Kindergarten	71
Grade 1	82
Grade 2	87
Grade 3	71
Grade 4	73
Grade 5	59
Grade 6	71
Total Enrollment	514
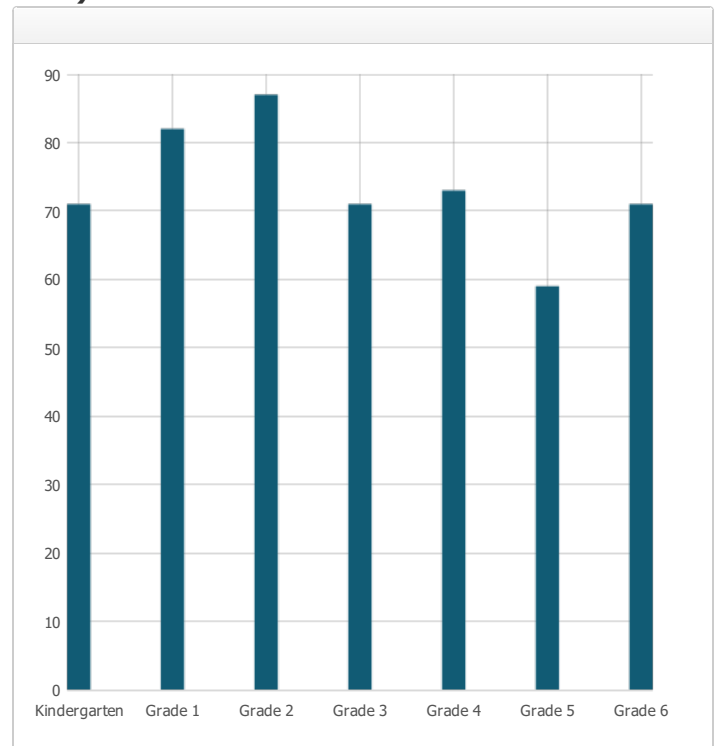
Last updated: 12/26/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	13.80 %
Filipino	%
Hispanic or Latino	80.20 %
Native Hawaiian or Pacific Islander	0.40 %
White	3.30 %
Two or More Races	0.60 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.10 %
English Learners	70.00 %
Students with Disabilities	12.50 %
Foster Youth	0.40 %
Homeless	0.40 %

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	23	23	23	1245
Without Full Credential	1	1	1	97
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16
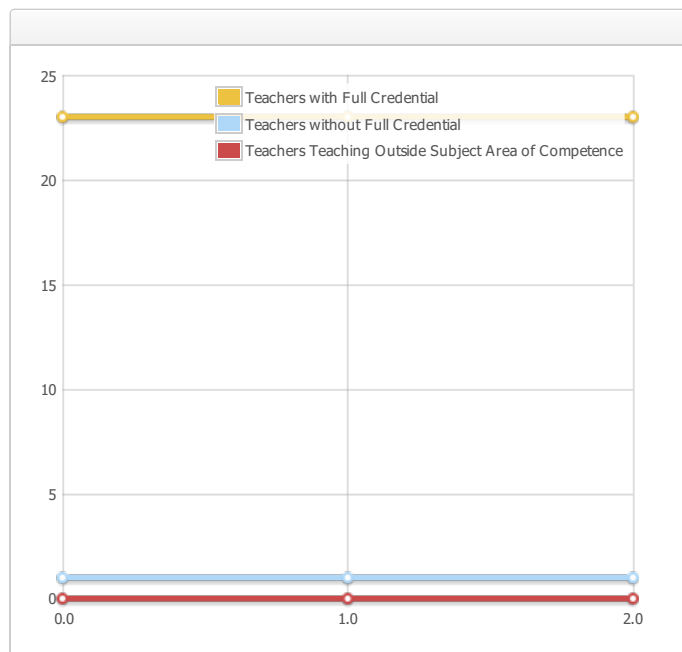
Last updated: 12/23/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0
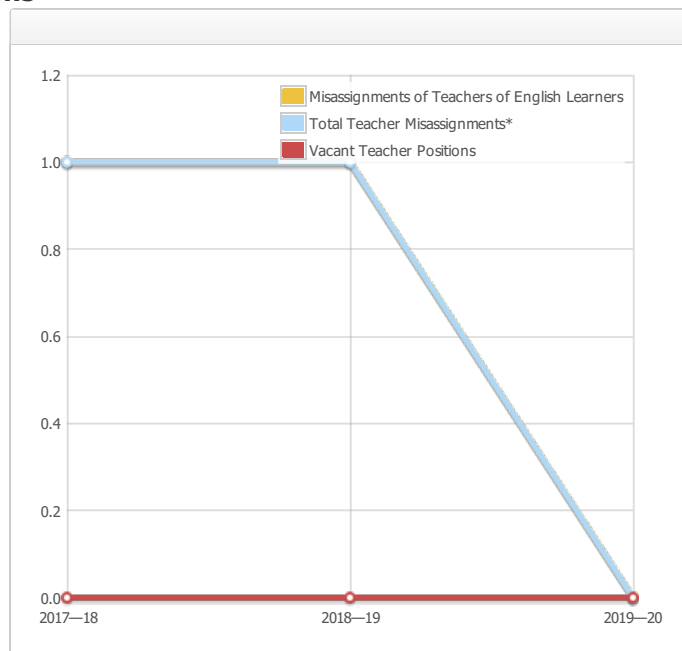
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/24/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grade K-6 Base Core/EL Support) **CA Journeys**, Houghton Mifflin Harcourt, c.2017; Adoption Year: 2016 From most recent adoption: Yes (Grade 4-6 Intervention) **Scholastic Read 180-Stage A**, Scholastic, c.2012; Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014 (Grade 4-6 Intensive) **Scholastic System 44 Next Gen**, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014 (Grade K-6 ELD Support) **Rosetta Stone** Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011		0.00 %
Mathematics	(Grade K-5 Base Core) **Math Expressions**, Houghton Mifflin Harcourt, c.2015 Adoption Year: 2014; From most recent adoption: Yes (Grade 6 Base Core) **CMP3 Math Grade 6**, Pearson, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014		0.00 %
Science	(Grade K-5 Base Core) **Amplify Science (K-8)**, Amplify Education Inc., c.2018 Adoption Year: 2019; From most recent adoption: Yes (Grade 6 Base Core) **Amplify Science (K-8)**, Amplify Education Inc., c.2018 Adoption Year: 2018; From most recent adoption: Yes		0.00 %
History-Social Science	(Grade K-2 Base Core) **CA Studies Weekly Program**, Studies Weekly, c.2018 Adoption Year: 2018; From most recent adoption: Yes (Grade 3-5 Base Core) **CA Social Studies IMPACT**, McGraw Hill, c.2018 Adoption Year: 2018; From most recent adoption: Yes (Grade 6 Base Core) **NatGeo World History: Ancient Civilizations**, NatGeo/Cengage, c.2018 Adoption Year: 2018; From most recent adoption: Yes		0.00 %
Foreign Language	N/A		0.00 %
Health	(Grade K-5) **Too Good for Drugs**, Mendez Foundation c.2003 Adoption Year: 2004 From the most recent adoption: No, Local Board Approval on 9/4/2004 (Grade 6) **Life Skills**, Princeton Health Press, c.2000 Adoption Year: 2004 From most recent adoption: No, Local Board Approval on 6/6/2004		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/20/2020

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:
This school is on 5.2 acres and was built in 1978. It began with 18 classrooms, library, multi-purpose room and administration office.
MAINTENANCE AND REPAIR:
The Heritage School facilities' condition, including grounds and restrooms, are very good based on custodial staffing, a regular district painting and maintenance schedule and funding available for equipment and supplies. Custodial workers are assigned based on a district formula to ensure equity. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.
CLEANING PROCESS AND SCHEDULE:
A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.
DEFERRED MAINTENANCE PROJECTS: N/A.
MODERNIZATION PROJECTS: 2011 Improved security at the school. 2012 Replaced various HVAC units. 2013 Renovated kitchen & replaced fencing to increase security. 2014 Re-painted whole exterior of site. 2016 Added access control and new gates. 2016 Removed fibar in primary playground and replaced it with soft surface materials as a trial. 2017 Prop 39 Yr 2 Wireless Energy Management System Replacement Project completed.
NEW SCHOOL CONSTRUCTION PROJECTS: N/A.

Data on school facilities was collected for Heritage on 10/8/2019.

Lodi Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the district office. As of October 2019, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Heritage. These needs include:
- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage
- major pest or vermin infestation
- broken windows or exterior doors or gates that will not lock and that pose a security risk
- abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff
- structural damage creating a hazardous or uninhabitable condition

Last updated: 12/27/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	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 Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Good

Last updated: 12/27/2019

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)	40.0%	41.0%	44.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	30.0%	36.0%	33.0%	34.0%	38.0%	39.0%

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.

Last updated: 1/7/2020

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	272	270	99.26%	0.74%	40.74%
Male	127	126	99.21%	0.79%	38.89%
Female	145	144	99.31%	0.69%	42.36%
Black or African American					
American Indian or Alaska Native					
Asian	30	30	100.00%	0.00%	33.33%
Filipino					
Hispanic or Latino	231	229	99.13%	0.87%	40.61%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	268	267	99.63%	0.37%	40.82%
English Learners	239	238	99.58%	0.42%	39.08%
Students with Disabilities	38	37	97.37%	2.63%	2.70%
Students Receiving Migrant Education Services	17	17	100.00%	0.00%	17.65%
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.

Last updated: 1/7/2020

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	272	270	99.26%	0.74%	35.93%
Male	127	126	99.21%	0.79%	43.65%
Female	145	144	99.31%	0.69%	29.17%
Black or African American					
American Indian or Alaska Native					
Asian	30	30	100.00%	0.00%	40.00%
Filipino					
Hispanic or Latino	231	229	99.13%	0.87%	34.93%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	268	267	99.63%	0.37%	35.96%
English Learners	239	238	99.58%	0.42%	35.71%
Students with Disabilities	38	37	97.37%	2.63%	18.92%
Students Receiving Migrant Education Services	17	17	100.00%	0.00%	29.41%
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.

Last updated: 1/7/2020

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 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.

Last updated: 1/3/2020

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

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	22.40%	29.30%	13.80%

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.

Last updated: 1/20/2020

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)

Parents who wish to participate in school committees, activities, or become volunteers may contact Principal Alberto Velarde at (209) 331-7334. We welcome parents and community member involvement in PTC, ELAC- English Learner Advisory Committee, and SSC-School Site Council. Several family events are provided throughout the year including Book Fairs, Curriculum Nights, and School Fair.

Heritage School has developed a positive learning community with students, teachers, and parents. Students are enthusiastic to attend school, and parents feel welcome by all staff. Parents may volunteer in classrooms, for fundraisers, and to attend study trips.

Last updated: 12/13/2019

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	4.40%	0.90%	0.40%	5.10%	4.60%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.20%	0.10%	0.20%	0.10%	0.10%	0.10%

Last updated: 12/27/2019

School Safety Plan (School Year 2019—20)

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 12/03/19.

Last updated: 1/3/2020

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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		3	
1	20.00	3	1	
2	24.00		3	
3	22.00		3	
4	24.00		3	
5	29.00		3	
6	30.00		2	
Other**	7.00	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		3	
1	23.00		3	
2	23.00		4	
3	24.00		3	
4	22.00		2	
5	30.00		3	
6	28.00		3	
Other**	7.00	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		3	
1	24.00		3	
2	24.00		4	
3	23.00		3	
4	27.00		2	
5	26.00		3	
6	24.00		3	
Other**	5.00	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.

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.35
Psychologist	0.33
Social Worker	0.00
Nurse	0.31
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	0.00

*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.

Last updated: 1/20/2020

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	$11830.00	$3957.90	$7872.10	$75412.60
District	N/A	N/A	$7675.10	$73304.00
Percent Difference – School Site and District	N/A	N/A	2.50%	2.80%
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	4.80%	-8.90%

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either Local Control Funding Formula (LCFF) or other sources. Services vary by school and may include:
• After School Programs
• AVID Programs
• Special Education
• Counseling Services (Academic and Career)
• Extended Day/Year/Summer School
• Supplemental instructional materials
• Enrichment Programs
• Access to Technology
• Social Services
• Athletic Programs
• Program for English Learners

Check with the school principal to get more information about the services that are specific to the school.

Last updated: 12/27/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,429	$48,612
Mid-Range Teacher Salary	$67,409	$74,676
Highest Teacher Salary	$94,369	$99,791
Average Principal Salary (Elementary)	$126,817	$125,830
Average Principal Salary (Middle)	$134,286	$131,167
Average Principal Salary (High)	$147,458	$144,822
Superintendent Salary	$258,723	$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart

Principal Salary Chart
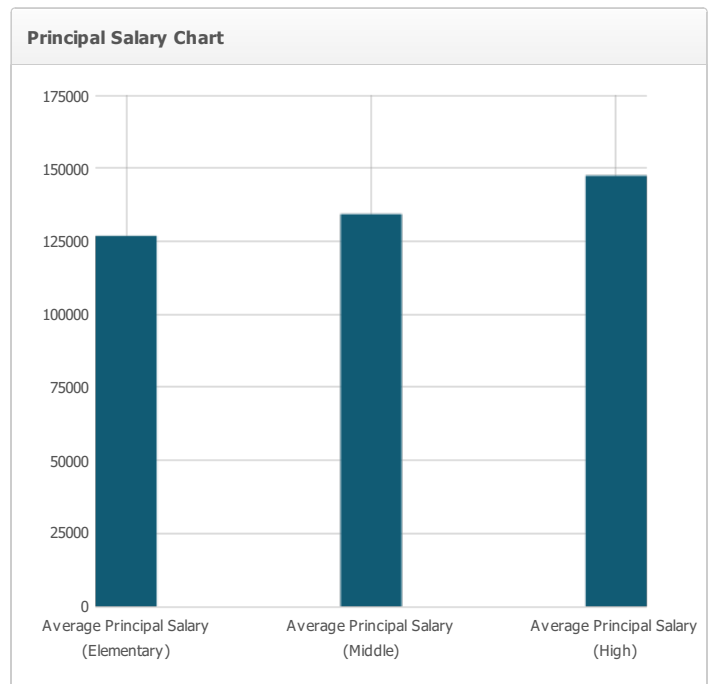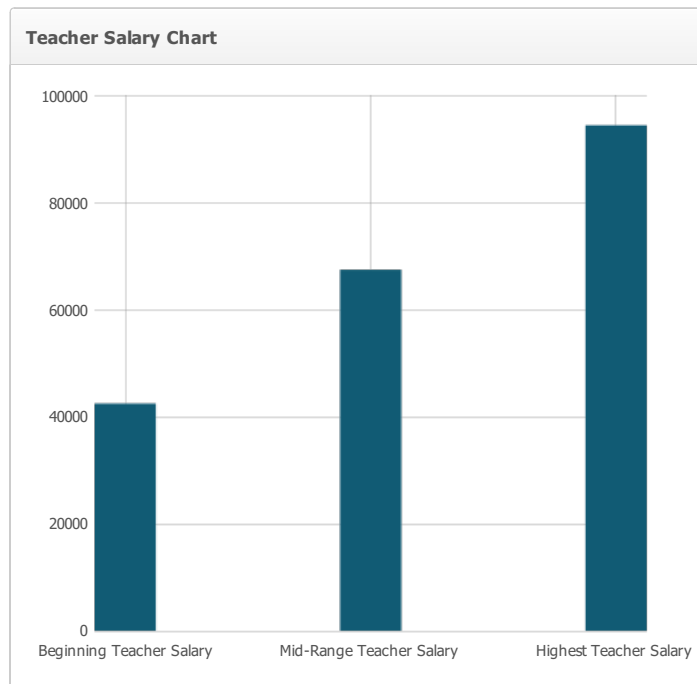
Last updated: 1/9/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Last updated: 12/27/2019