Chet F. Harritt Elementary
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Chet F. Harritt Elementary
Street	8120 Arlette St.
City, State, Zip	Santee, CA 92071-3513
Phone Number	619-258-4800
Principal	Tylene Hicks
E-mail Address	tylene.hicks@santeesd.net
Web Site	www.santeesd.net
CDS Code	37 68361 6040364

District Contact Information	
District Name	Santee School District
Phone Number	(619) 258-2300
Superintendent	Dr. Cathy Pierce
E-mail Address	cathy.pierce@santeesd.net
Web Site	www.santeesd.net

School Description and Mission Statement (School Year 2016-17)

About Our School

"Where Young Minds Meet Open Doors"
SANTEE SCHOOL DISTRICT VISION, MISSION, BELIEF STATEMENTS, AND GOALS

Adopted May 1, 2012

MISSION STATEMENT

Santee School District assures a quality education, empowering students to achieve academic excellence and to develop life skills needed for success in a diverse and changing society.

Chet F. Harritt embraces inquiry-based learning experiences that emphasize creativity, and collaborative problem solving. We integrate student learning experiences in a manner that maximizes student engagement and promotes resiliency and perseverance.

VISION STATEMENT
Santee School District will be an innovative leader in education,
inspiring students to realize their unique potential.

We are the Santee School District STEAM Magnet School, representing experiences in Science, Technology, Engineering, Art, and Math. The STEAM program was designed to empower learners, tap into interest, expose students to future careers and studies, and link standards-based learning to real-world application. Founded on three distinct pillars, Chet F. Harritt incorporates each facet of STEAM through 1. Integrated curriculum, 2. Enrichment opportunities, and 3. Partnerships that build and foster a diverse school experience. Not only does each grade level plan for and embrace STEAM experiences for students, we also involve our families in our annual STEAM Night to make learning fun for all ages.

BELIEF STATEMENTS
Children are our first priority. Therefore we believe….
All students can learn.
Student growth, academic performance, and positive personal development are the highest measures of student and district success.
Trust, integrity, respect, citizenship, honesty, responsibility, commitment, and pride are the foundations on which our district is built.
Students should understand and respect the origin of the nation, the law of the land, and the principles of our democracy.
Parent and community involvement in our schools is crucial to the academic success of our students.
Knowledgeable, motivated, and inspired employees assure the success of our students.
Everyone has the right to learn and work in a safe, healthy, orderly, and clean environment.
The district operates efficiently and effectively through focused leadership, fiscal responsibility, and open communication, with a strong academic program as the top priority.

BOARD GOALS
Educational Achievement
Assure the highest level of educational achievement for all students.

Learning Environment
Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning

Fiscal Accountability

Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility.

Staff Development
Implement a staff development plan as the cornerstone of employee performance and growth.

Student Well-Being
Provide social, emotional, and health service programs, integrated with community resources, to foster student character and personal well-being.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	118
Grade 1	87
Grade 2	69
Grade 3	59
Grade 4	59
Grade 5	72
Grade 6	53
Grade 7	65
Grade 8	43
Total Enrollment	625

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	1.3
Asian	2.4
Filipino	1.6
Hispanic or Latino	31.7
Native Hawaiian or Pacific Islander	0
White	49.9
Two or More Races	8.6
Socioeconomically Disadvantaged	47.2
English Learners	9.1
Students with Disabilities	7.7
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	28	29	321
Without Full Credential	0	0	1	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	14

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	2
Vacant Teacher Positions	0	0	1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	99.5	0.5
Low-Poverty Schools in District	99.3	0.7

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2003	No	0.0
Mathematics	Adopted 2015 (K-5) Adopted 2013 (6-8)	Yes	0.0
Science	Adopted 2008	Yes	0.0
History-Social Science	Adopted 2007	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Chet F. Harritt School's original facilities were built in 1967; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Playground improvements and modernization of all classrooms were completed Summer, 2011.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 06/30/16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 06/30/16				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	50	49	53	58	44	48
Mathematics	36	42	43	50	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	58	56	96.5	35.7
	4	56	55	98.2	45.5
	5	74	73	98.7	67.1
	6	59	59	100.0	52.5
	7	64	63	98.4	46.0
	8	43	42	97.7	40.5
Male	**3**	29	28	96.5	32.1
	4	29	29	100.0	31.0
	5	28	28	100.0	71.4
	6	28	28	100.0	42.9
	7	36	36	100.0	38.9
	8	29	28	96.5	35.7
Female	**3**	29	28	96.5	39.3
	4	27	26	96.3	61.5
	5	46	45	97.8	64.4
	6	31	31	100.0	61.3
	7	28	27	96.4	55.6
	8	14	14	100.0	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	**3**	14	13	92.9	23.1
	4	19	19	100.0	42.1
	5	24	23	95.8	69.6
	6	24	24	100.0	37.5
	7	22	22	100.0	36.4
	8	20	19	95.0	31.6
White	**3**	32	31	96.9	41.9
	4	29	29	100.0	48.3
	5	32	32	100.0	71.9
	6	26	26	100.0	65.4
	7	33	32	97.0	46.9
	8	16	16	100.0	56.3
Socioeconomically Disadvantaged	**3**	27	27	100.0	29.6
	4	30	29	96.7	34.5
	5	41	41	100.0	56.1
	6	35	35	100.0	60.0
	7	35	35	100.0	42.9
	8	20	19	95.0	21.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	58	56	96.5	39.3
	4	56	55	98.2	45.5
	5	74	73	98.7	50.7
	6	59	59	100.0	40.7
	7	64	63	98.4	33.3
	8	64	63	98.4	33.3
Male	**3**	29	28	96.5	42.9
	4	29	29	100.0	51.7
	5	28	28	100.0	53.6
	6	28	28	100.0	35.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	36	36	100.0	27.8
	8	36	36	100.0	27.8
Female	**3**	29	28	96.5	35.7
	4	27	26	96.3	38.5
	5	46	45	97.8	48.9
	6	31	31	100.0	45.2
	7	28	27	96.4	40.7
	8	28	27	96.4	40.7
Hispanic or Latino	**3**	14	13	92.9	15.4
	4	19	19	100.0	31.6
	5	24	23	95.8	47.8
	6	24	24	100.0	20.8
	7	22	22	100.0	22.7
	8	22	22	100.0	22.7
White	**3**	32	31	96.9	48.4
	4	29	29	100.0	48.3
	5	32	32	100.0	50.0
	6	26	26	100.0	53.9
	7	33	32	97.0	34.4
	8	33	32	97.0	34.4
Socioeconomically Disadvantaged	**3**	27	27	100.0	33.3
	4	30	29	96.7	31.0
	5	41	41	100.0	41.5
	6	35	35	100.0	40.0
	7	35	35	100.0	34.3
	8	35	35	100.0	34.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	61	62	55	66	63	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	117	115	98.3	54.8
Male	57	56	98.3	58.9
Female	60	59	98.3	50.9
Hispanic or Latino	44	42	95.5	42.9
White	48	48	100.0	58.3
Two or More Races	11	11	100.0	72.7
Socioeconomically Disadvantaged	61	60	98.4	43.3
English Learners	11	10	90.9	10.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4	22.2	31.9
7	20.3	22	22

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to become further involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or by attending school events. Parents can stay informed of upcoming events and school activities through Facebook, teacher newsletters, school newsletters, school and classroom websites, the school marquee, the principal's weekly electronic mail distribution, an automated telephone message system, and through parent-teacher conferences. Chet F. Harritt employs a community liaison officer to coordinate volunteer programs and to ensure clear communication with all stakeholders.

Opportunities to Volunteer

Classroom Helper
Library Assistant
Chaperone Field Trips & Dances
Breakfast Club
Arts Attack Program
Everyone a Reader Program
School Site Council
English Learner Advisory Council
Parent Teacher Association
Math Nights
Literacy Nights
Student Performances
Science Night
Student Recognition Assemblies
Fall Carnival/Trunk or Treat
Red Ribbon Week
Turn off the TV week
Back to School Night

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.6	2.7	4.2	6.5	5.3	5.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Comprehensive School Site Safety Plan was developed for Chet F Harritt School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in November, 2016. Staff responsibilities and safety plan updates were discussed with staff in November, 2016.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	2		24		5		24		5	
1	24		2		24		2		24		3	
2	25		3		25		2		25		2	
3	23		3		24		3		24		2	
4	33			1	31		2		34			1
5	31		2	1	29		2		33		1	1
6	28	1	5		32		9		27		8	
Other									30		2	1

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	4	5		19	2	3		22	3	1	1
Mathematics	25	1	3						22	3	1	1
Science	25	1	3		23	2	2		22	3	1	1
Social Science	25	1	3		23	2	2		22	3	1	1

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.375	N/A
Psychologist	.4	N/A
Social Worker	.6	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other		N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,473	$1,464	$7,009	$81,081
District	N/A	N/A	$6,684	$76,351
Percent Difference: School Site and District	N/A	N/A	4.9	6.2
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	23.5	7.9

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

Types of Services Funded (Fiscal Year 2015-16)

Santee School District receives State and Federal funding. State funding, through the Local Control Funding Formula (LCFF), is allocated to a variety of funding sources based on the eight State priorities, District priorities, and annual stakeholder feedback. The eight State priorities are:

1. Basic Services
2. Implementation of Common Core Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Student Outcomes

Federal funding, Title I, Title II, and Title III, provides additional funding for intensive interventions, increased parental involvement, quality professional development for teachers and principals, and increased instructional support for English Learner students.

All funding sources are monitored and maintained through each school site's Single Plan for Student Achievement, the District Local Control Accountability Plan, and the District Local Education Agency Plan.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,465	$44,573
Mid-Range Teacher Salary	$68,182	$72,868
Highest Teacher Salary	$94,797	$92,972
Average Principal Salary (Elementary)	$120,204	$116,229
Average Principal Salary (Middle)		$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$201,058	$201,784
Percent of Budget for Teacher Salaries	43%	39%
Percent of Budget for Administrative Salaries	7%	5%

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

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Chet F. Harritt School support the implementation of Common Core Content Standards and State curricular frameworks. Teachers annually receive between 3 - 5 days of professional development at the site and/or district level. Decisions concerning selection of staff development activities are performed by the principal, district administrators, and grade level representatives using tools such as teacher input, district benchmark results, data analysis, and focus groups to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Chet F. Harritt School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job related training from department supervisors and district representatives.