

Ada W. Harris Elementary

School Accountability Report Card Reported Using Data from the 2017—18 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/fq/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

Contact Information (School Year 2018—19)

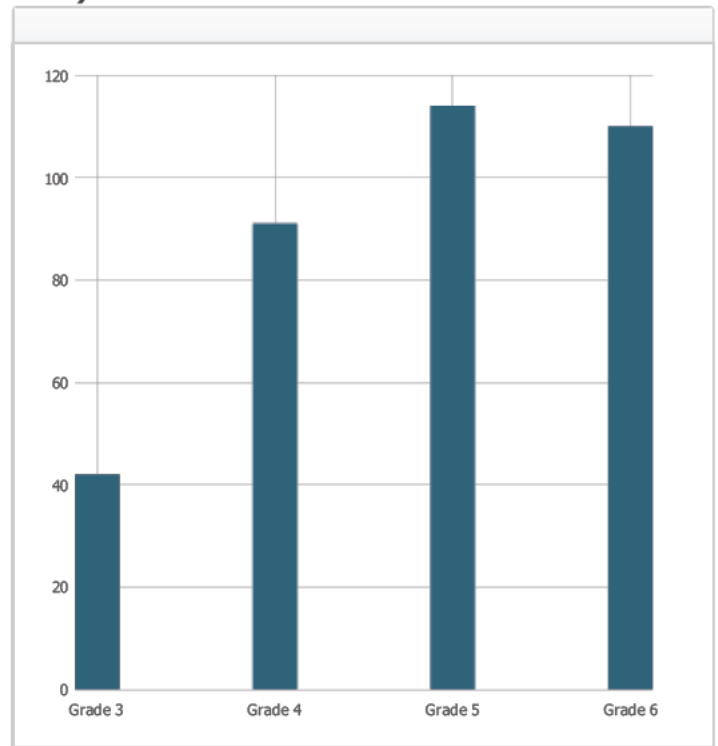
District Contact Information (School Year 2018—19)	
District Name	Cardiff Elementary
Phone Number	(760) 632 5890
Superintendent	Jill Vinson
E-mail Address	jill.vinson@cardiffschools.com
Web Site	www.cardiffschools.com

School Contact Information (School Year 2018—19)	
School Name	Ada W. Harris Elementary
Street	1508 Windsor Rd
City, State, Zip	Cardiff by the Sea, Ca, 92007 1356
Phone Number	760 632 5894
Principal	Janelle Scheftner, Principal
E-mail Address	janelle.scheftner@cardiffschools.com
County-District-School (CDS) Code	37680076037758

Last updated: 1/10/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 3	42
Grade 4	91
Grade 5	114
Grade 6	110
Total Enrollment	357



Last updated: 1/10/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	1.4 %
Filipino	%
Hispanic or Latino	21.0 %
Native Hawaiian or Pacific Islander	%
White	71.4 %
Two or More Races	5.6 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	20.2 %
English Learners	7.0 %
Students with Disabilities	12.6 %
Foster Youth	0.3 %

A. Conditions of Learning

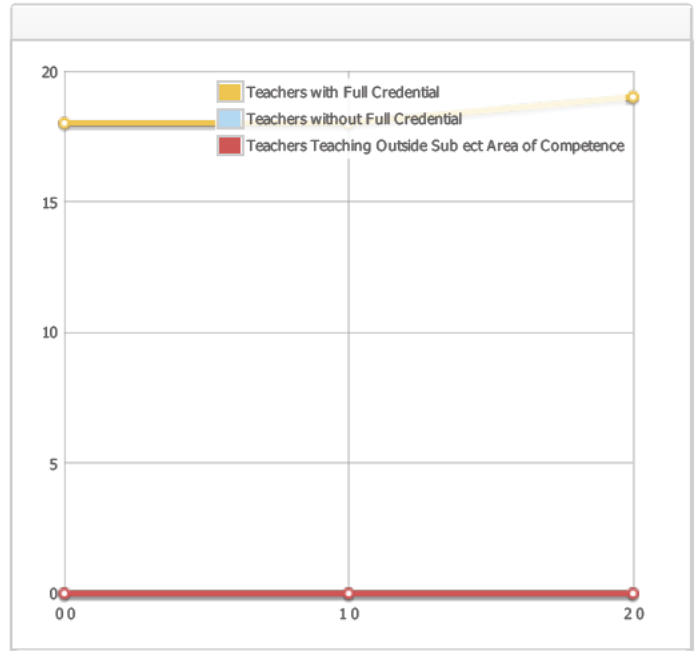
State Priority: Basic

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

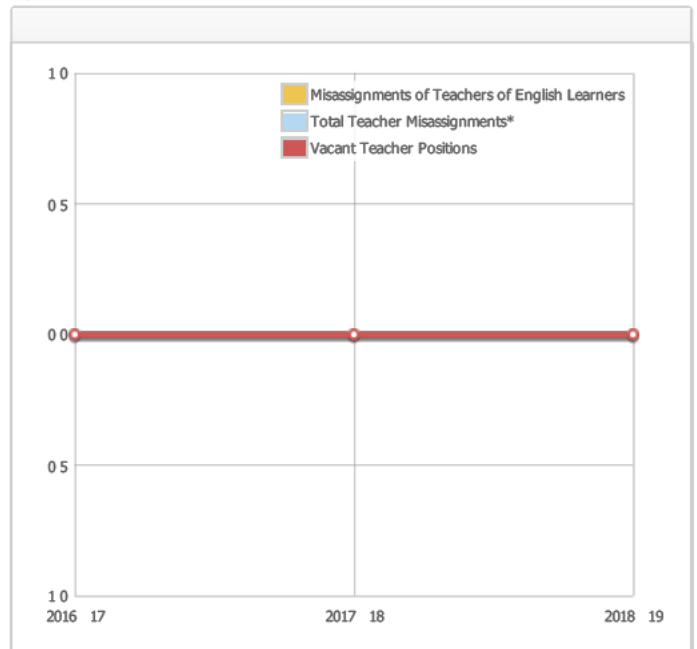
Teachers	School 2016	School 2017	School 2018	District 2018
With Full Credential	8	8	9	34
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/14/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016	2017	2018
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

Last updated: 1/14/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 20 18

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0 %
Mathematics		No	0.0 %
Science		No	0.0 %
History Social Science		No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/29/2019

School Facility Conditions and Planned Improvements

Our most recent site inspection showed Ada Harris school to be in fair condition. Interior surfaces and carpeting are in need of replacing. Some HVAC systems need some mechanical work.

Last updated: 1/29/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 20 9

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	Carpet and interior hallway surfaces need to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Door closures need replacing

Overall Facility Rate

Year and month of the most recent FIT report: January 20 9

Overall Rating	Fair
----------------	------

Last updated: 1/29/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	73.0%	74.0%	72.0%	75.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	71.0%	72.0%	72.0%	72.0%	37.0%	38.0%

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: 1/29/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	354	345	97.46%	74.20%
Male	175	171	97.71%	71.35%
Female	179	174	97.21%	77.01%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	68	66	97.06%	57.58%
Native Hawaiian or Pacific Islander				
White	255	248	97.25%	78.63%
Two or More Races	22	22	100.00%	72.73%
Socioeconomically Disadvantaged	70	70	100.00%	48.57%
English Learners	34	31	91.18%	41.94%
Students with Disabilities	36	35	97.22%	25.71%
Students Receiving Migrant Education Services				
Foster Youth				

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: 1/29/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	354	345	97.46%	71.88%
Male	175	171	97.71%	73.10%
Female	179	174	97.21%	70.69%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	68	66	97.06%	54.55%
Native Hawaiian or Pacific Islander				
White	255	248	97.25%	75.81%
Two or More Races	22	22	100.00%	81.82%
Socioeconomically Disadvantaged	70	70	100.00%	41.43%
English Learners	34	31	91.18%	45.16%
Students with Disabilities	36	35	97.22%	25.71%
Students Receiving Migrant Education Services				
Foster Youth				

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: 1/29/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Html RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
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: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot tested in spring 2017 and field tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3 Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/29/2019

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 2017—18)

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	14.8%	20.0%	60.9%

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

Last updated: 1/29/2019

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 2018—19)

Parent volunteers are welcome and encouraged. Please contact Sheila Frank at 760 632 5894.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

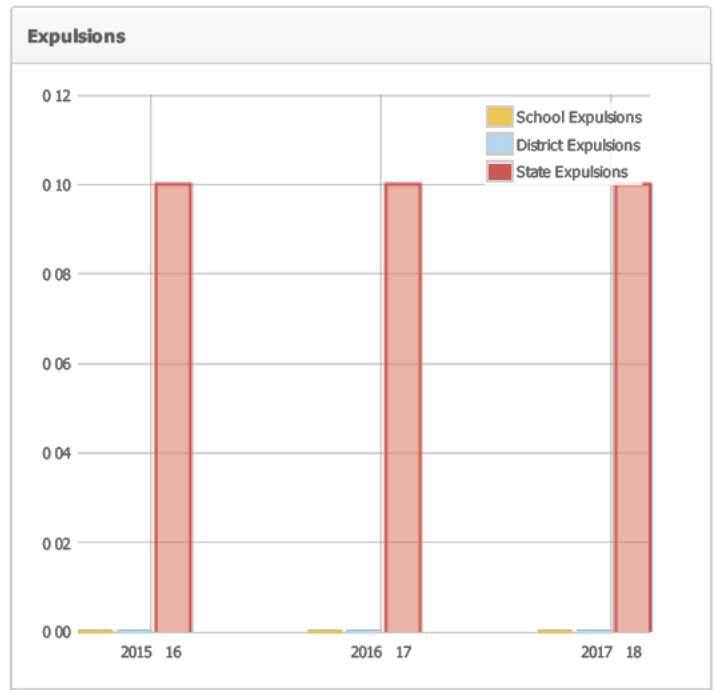
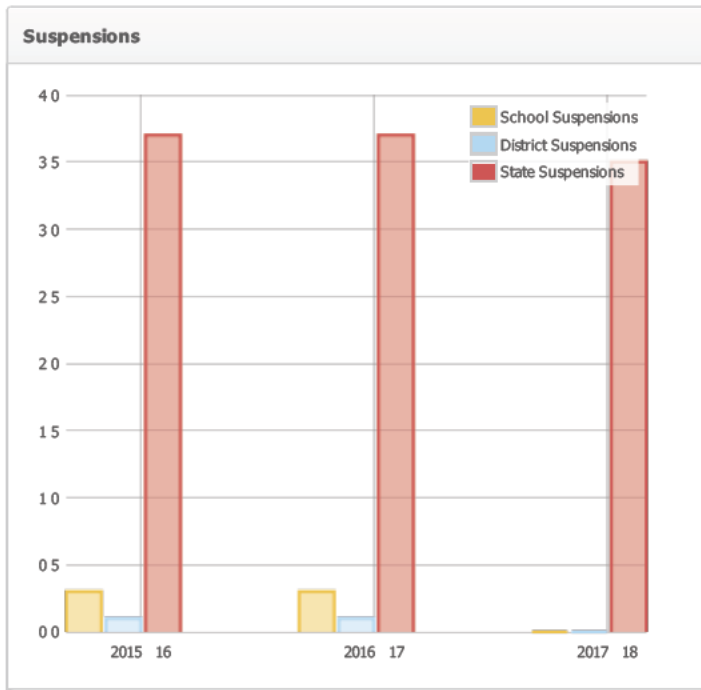
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.3%	0.3%	0.0%	0.1%	0.1%	0.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/29/2019

School Safety Plan (School Year 2018—19)

Date of Last Review/Update: September, 2018

Date Last Discussed with Staff: September, 2018

Our Comprehensive Safety Plan follows the template provided by the San Diego County Office of Education and is approved annually by the Board of Trustees

Last updated: 1/29/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
2				
3	20			
4	23.0		4	
5	27.0		4	
6	7.0	4		
Other**				

* 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
2				
3	8.0	2		
4	22.0		4	
5	22.0		4	
6	9.0	2	4	
Other**				

* 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				
2				
3	20		2	
4	22.0		3	
5	23.0		5	
6	20	2	3	
Other**	9.0			

* 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

Last updated: 1/29/2019

Academic Counselors and Other Support Staff (School Year 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non teaching)		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

Last updated: 1/29/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9423.0	\$ 303.0	\$820.0	
District	N/A	N/A		\$84972.0
Percent Difference School Site and District	N/A	N/A	2.0%	0%
State	N/A	N/A	\$6574.0	\$6328.0
Percent Difference School Site and State	N/A	N/A	4.0%	33.0%

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

Last updated: 1/29/2019

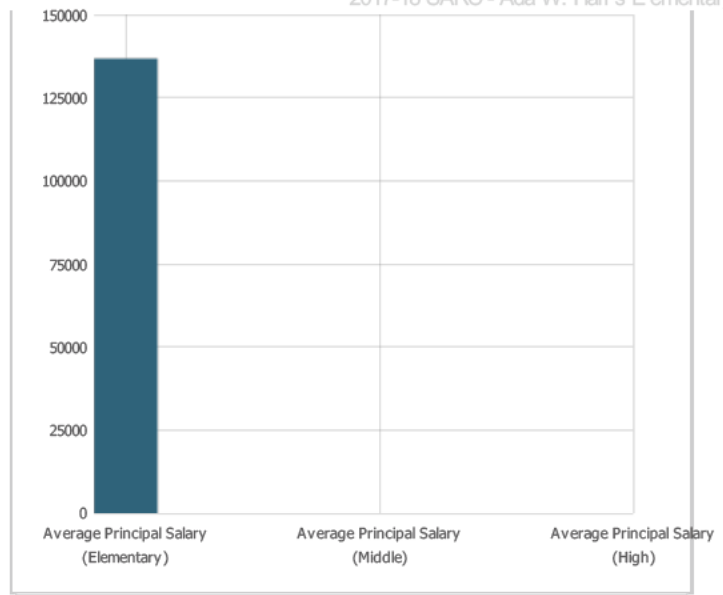
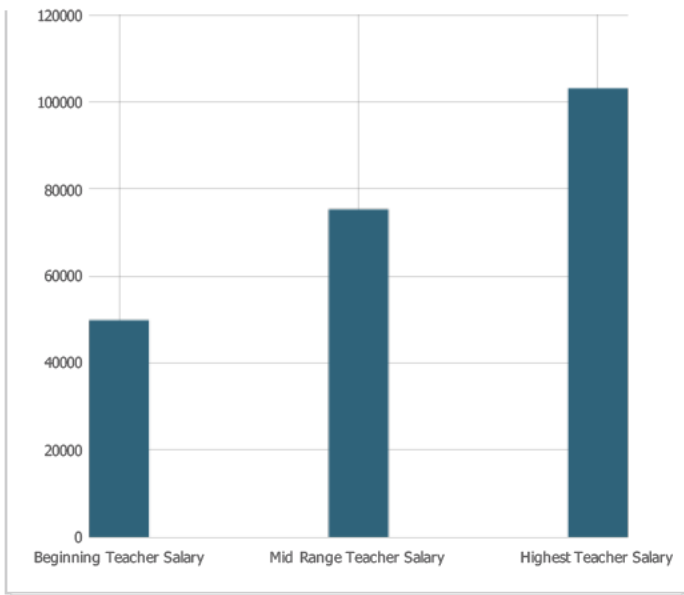
Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,800	\$44,375
Mid Range Teacher Salary	\$75,272	\$65,926
Highest Teacher Salary	\$103,048	\$82,489
Average Principal Salary (Elementary)	\$36,747	\$20,997
Average Principal Salary (Middle)	\$	\$20,478
Average Principal Salary (High)	\$	
Superintendent Salary	\$66,950	\$22,894
Percent of Budget for Teacher Salaries	42.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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: 1/29/2019

Professional Development

Cardiff School District has an early release day each Wednesday for Professional Development

Last updated: 1/29/2019