

# Hemlock Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.



### Gricelda Rodriguez, Principal

Principal, Hemlock Elementary

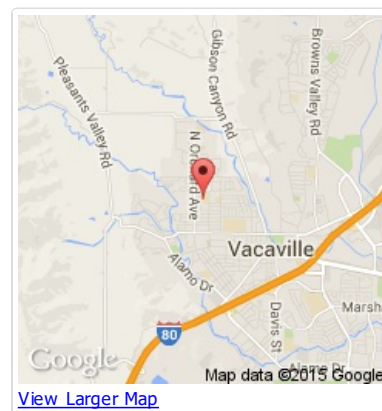
## About Our School

Hemlock has a longstanding tradition of excellence. As the principal of Hemlock Elementary School, I want to continue to build on this reputation. At Hemlock we strive for academic excellence and social responsibility and acceptance. We are a diverse community of learners and the children learn early on to accept people look beyond first impressions. Our teachers and parents work closely together to make sure our students excel and grow into their full potential.

## Contact

400 Hemlock St.  
Vacaville, CA  
95688-2616

Phone: 707-453-6245  
E-mail: [grodriguez@vacavilleusd.org](mailto:grodriguez@vacavilleusd.org)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Hemlock Elementary
<b>Street</b>	400 Hemlock St.
<b>City, State, Zip</b>	Vacaville, Ca, 95688-2616
<b>Phone Number</b>	707-453-6245
<b>Principal</b>	Gricelda Rodriguez, Principal
<b>E-mail Address</b>	<a href="mailto:grodriguez@vacavilleusd.org">grodriguez@vacavilleusd.org</a>
<b>Web Site</b>	<a href="http://hemlock.schoolloop.com">hemlock.schoolloop.com</a>
<b>County-District-School (CDS) Code</b>	48705736051346

District	
<b>District Name</b>	Vacaville Unified
<b>Phone Number</b>	(707) 453-6117
<b>Web Site</b>	<a href="http://www.vacavilleusd.org">http://www.vacavilleusd.org</a>
<b>Superintendent First Name</b>	Ken
<b>Superintendent Last Name</b>	Jacopetti
<b>E-mail Address</b>	<a href="mailto:kjacopetti@vusd.solanocoe.k12.ca.us">kjacopetti@vusd.solanocoe.k12.ca.us</a>

*Last updated: 1/22/2015*

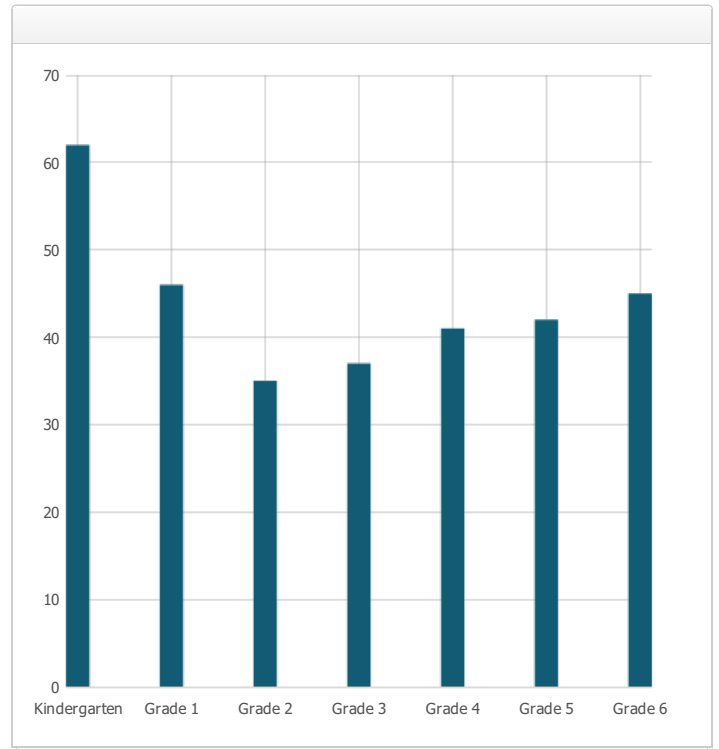
### School Description and Mission Statement (Most Recent Year)

Hemlock Elementary School is a small neighborhood school committed to excellence. It serves students K-6 school and is located in the north side of Vacaville, California. The mission of Hemlock Elementary School, where students thrive and develop lifelong, meaningful connections, is to empower every student to reach his or her highest potential academically, socially, and physically by providing challenging, standards-based programs within a safe, encouraging and diverse community. We will develop a love of learning through a variety of teaching strategies. Working together, all students and staff will be encouraged to grow socially, emotionally and academically. Our goal is to cultivate each child's intellectual capabilities and moral, culture and human awareness. Teaching and learning are the responsibilities of everyone: Students, parents and school staff.

*Last updated: 1/22/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

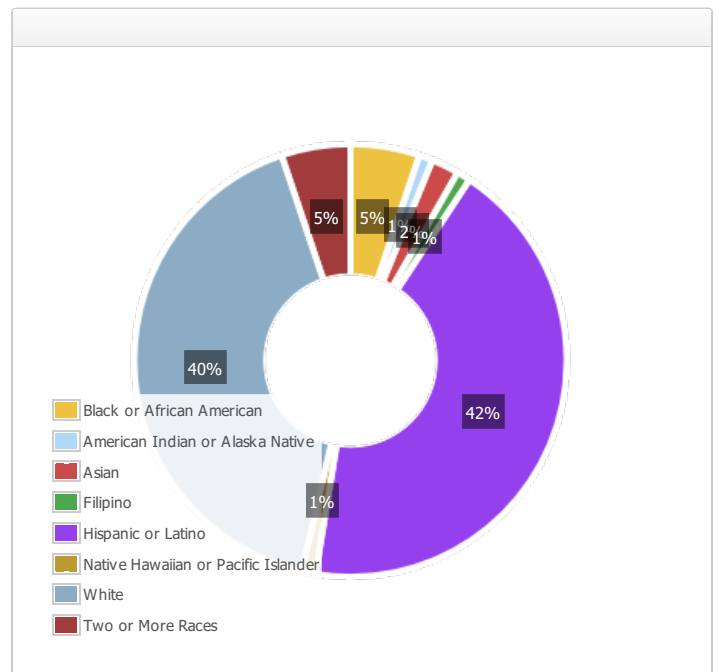
Grade Level	Number of Students
Kindergarten	62
Grade 1	46
Grade 2	35
Grade 3	37
Grade 4	41
Grade 5	42
Grade 6	45
<b>Total Enrollment</b>	<b>308</b>



Last updated: 1/22/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	1.0
Asian	2.3
Filipino	1.3
Hispanic or Latino	42.5
Native Hawaiian or Pacific Islander	1.0
White	40.3
Two or More Races	5.2
Socioeconomically Disadvantaged	65.6
English Learners	16.6
Students with Disabilities	14.6



Last updated: 1/22/2015

## A. Conditions of Learning

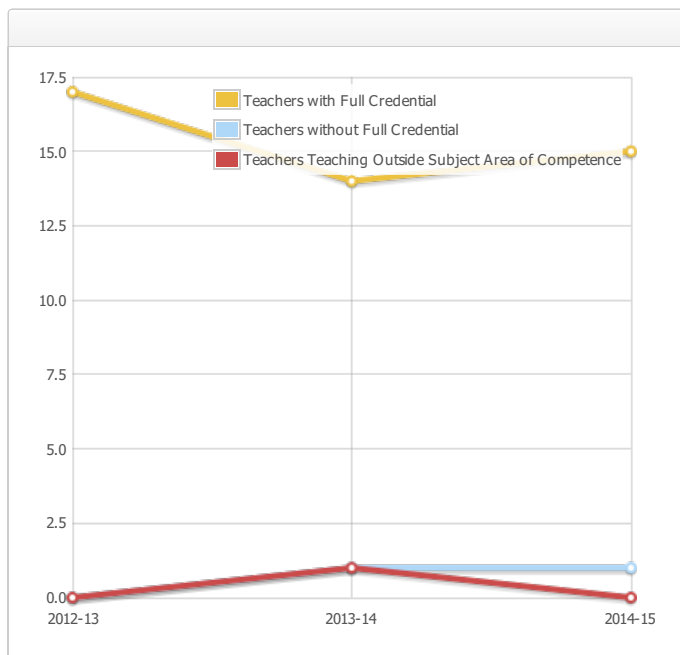
### State Priority: Basic

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

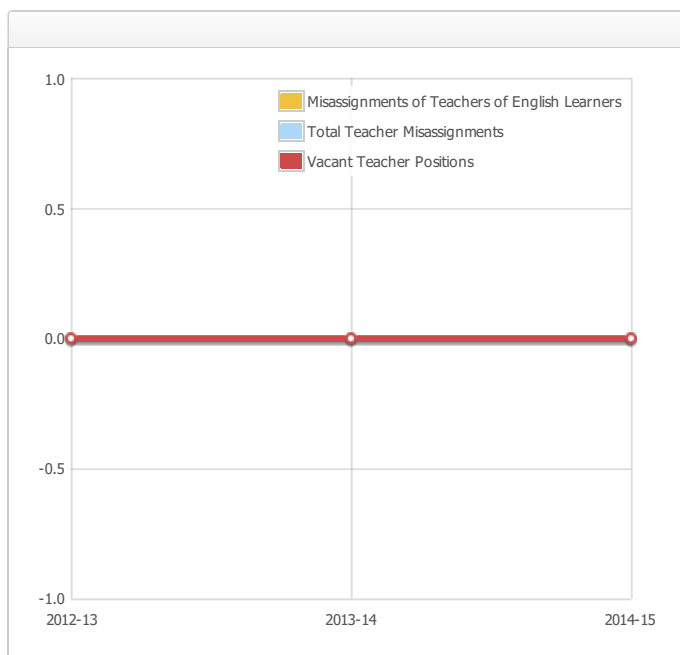
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	17	14	15	506
Without Full Credential	0	1	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	9



Last updated: 1/22/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/22/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	94	6
All Schools in District	95	5
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	94	6

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.

*Last updated: 1/22/2015*

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill 2011)	Yes	0.0
Mathematics	enVision Math CA Edition (Scott Foresman 2008)	Yes	0.0
Science	California Science (MacMillan/McGraw-Hill 2008)	Yes	0.0
History-Social Science	History/Social Science, K-5 (Houghton Mifflin 2007) Ancient Civilizations CA Edition, Gr. 6 (Glencoe 2006)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

*Last updated: 1/22/2015*

## School Facility Conditions and Planned Improvements - Most Recent Year

### Summary of Most Recent Site Inspection

The district takes great efforts 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 Maintenance Department Office, 353 Brown Street, Vacaville, CA, 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA, 95687. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Repairs Needed

Repairs are needed where specified below.

### Corrective Actions Taken or Planned

All items identified below have been repaired or are planned to be repaired through our district work order process.

*Last updated: 1/28/2015*

## School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 26-28 – check damper. Increase fresh air rooms 5-7, 18 check damper.
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Room 5-7, 18 check damper. Rooms 12 and 13 peeling paint on fascia. Room 24 – door paint peeling. Rust on eave Room 27.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Asphalt needs to be replaced at kindergarten playground and playground near room 26.

## Overall Facility Rate - Most Recent Year

Overall Rating	Good
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*Last updated: 1/28/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	47	39	35	58	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

*Last updated: 1/22/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	35
Male	36
Female	33
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	
White	41
Two or More Races	
Socioeconomically Disadvantaged	30
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/22/2015

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	52%	51%	56%	54%	57%	56%	54%	56%	55%
Mathematics	57%	62%	65%	47%	47%	48%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	48%	50%	54%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/22/2015

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	4	5
Similar Schools	4	2	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/22/2015

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	38	-8	22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	32	-6
Native Hawaiian or Pacific Islander			
White	28	-49	46
Two or More Races			
Socioeconomically Disadvantaged	38	-14	19
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/22/2015



# 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 English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.6%	21.7%	8.7%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 1/22/2015*

## 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 - Most Recent Year

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Parental involvement is valued, encouraged and appreciated at Hemlock School. Parents are involved through an active Parent-Teacher Association (PTA), School Site Council, Parent Participation District Compact, ELAC and our partnership with the Community Presbyterian Church. Currently, some of our students attend an after school tutoring program at the Church. Parents may also act as volunteers in the classrooms and on field trips. They are invited to monthly assemblies, extra-curricular activities and numerous parent educational events and activities held in the evening. Many parents are on our campus daily, dropping off or picking up students.

### State Priority: Pupil Engagement

*Last updated: 1/22/2015*

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

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

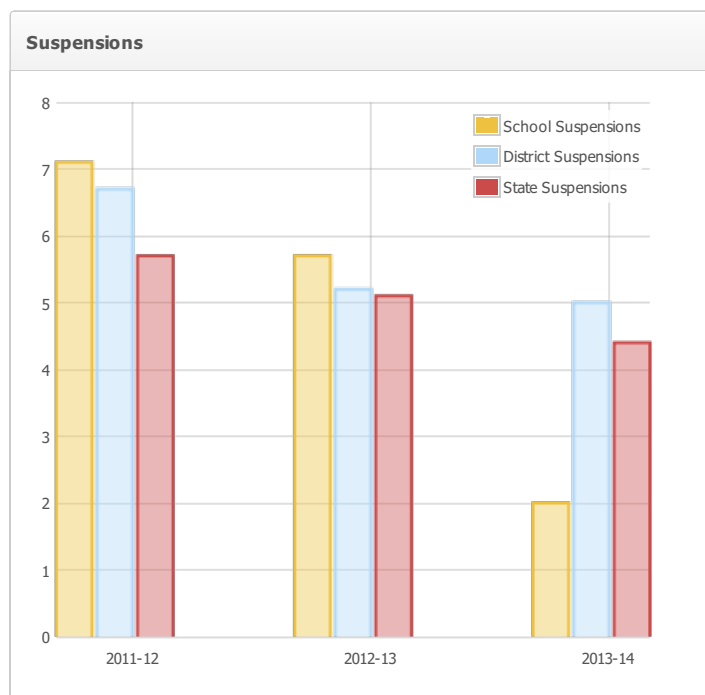
# State Priority: School Climate

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.10	5.70	2.00	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/22/2015

## School Safety Plan - Most Recent Year

Hemlock School has an on-going safety plan that is reviewed and updated annually. It was most recently updated in January of 2015. Safety is maintained through planned fire and earthquake drills, close playground supervision, classroom and assembly instruction, reminders of rules and safety procedures and other sources deemed necessary before and as the need arises. A small committee meets three times per year to discuss the plan and school needs. Discussions are held at staff meetings, when necessary. A copy of our Safe School Plan is available in the school office.

Last updated: 1/22/2015

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met Graduation Rate	N/A	Yes

*Last updated: 1/22/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement *	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	31.2%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/22/2015*

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

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14.0	1	1	0	18.0	2	2		21.0	1	2	
1	20.5	2	0	0	9.0	4	1		15.0	2	1	
2	17.5	1	1	0	13.0	2	1		12.0	2	1	
3	29.0	0	3	0	13.0	2	1		9.0	3	1	
4	29.0	0	1	0	15.0	2	1		21.0	1	1	
5	25.0	0	1	0	16.0	2		1	14.0	2	1	
6	35.0	0	0	2	17.0	1	1		23.0	1	1	
Other	0.0	5	0	0								

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

*Last updated: 1/22/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.9	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: 1/22/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$61,732
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

*Last updated: 1/22/2015*

**Types of Services Funded (Fiscal Year 2013-14)**

Our Response to Instruction and Intervention (RTI) utilizes a tiered learning support system to assist students in the areas of attendance, health, academics and behavior to support learning and remove barriers. We have a full-time RTI coordinator who assists in these areas.

In addition to the regular program, Hemlock School also provides three specialized classes for children with autistic-like behaviors, and Resource Support for students in Kindergarten through sixth grade with an IEP., one part time psychologists, 2 part time Speech Therapists, part time occupational therapist, part time college intern counselor, and health clerk provide necessary services to our students.

SAT and Student Study Teams, composed of regular education teachers, specialists, RTI coordinator, parents and administrator, meet several times per month to discuss students referred by classroom teachers who are experiencing learning, behavior or attendance difficulties and/or not working up to academic potential.

**Total Unrestricted Expenditures \$1,209,800.10**

Instruction \$882,177.90

Instructional Noon Supervisor \$15,547.07

Supervision of Instruction \$1,488.89

Instructional Media/Library \$14,875.84

School Administration \$150,019.04

Health Services \$6,553.26

Maintenance \$2,128.30

Operations \$50,642.13

Operations - Buildings \$86,367.67

**Total Restricted Expenditures \$503,144.42**

IASA - Title I Basic School Support \$32,770.41

Special Ed - IDEA Basic Local Assist. \$91,320.99

Child Nutrition \$113,270.89

Special Education \$243,282.95

Economic Impact Aid - LEP \$11,939.19

Donations \$5,077.42

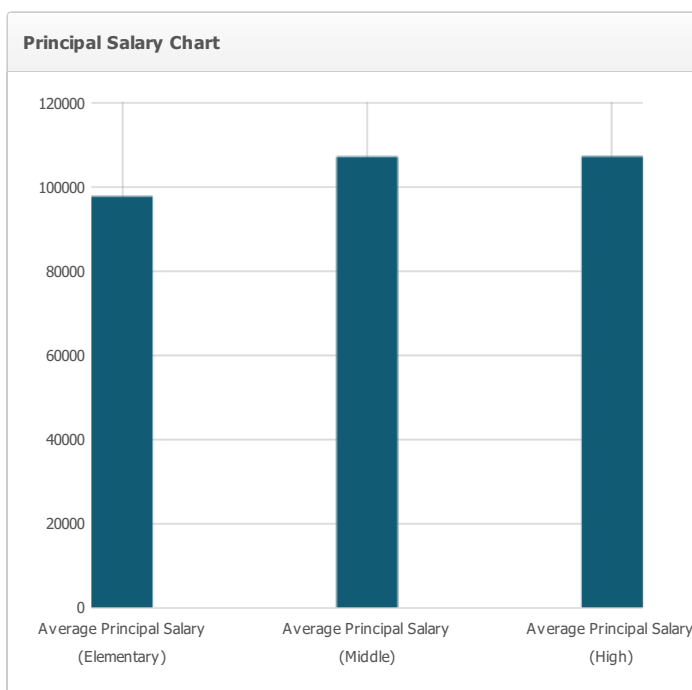
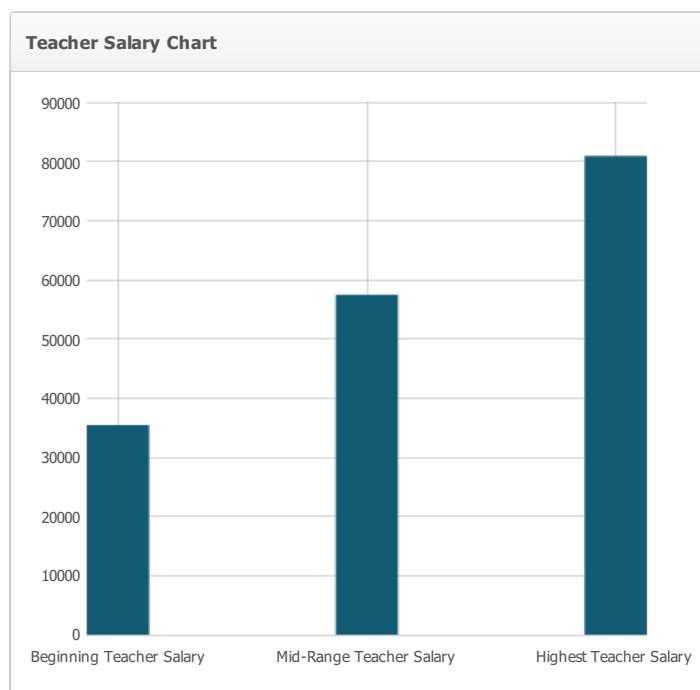
Jumpstart \$5,482.57

Last updated: 1/22/2015

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,433	\$41,318
Mid-Range Teacher Salary	\$57,443	\$65,615
Highest Teacher Salary	\$80,882	\$84,981
Average Principal Salary (Elementary)	\$97,619	\$107,624
Average Principal Salary (Middle)	\$107,040	\$112,817
Average Principal Salary (High)	\$107,104	\$121,455
Superintendent Salary	\$31,020	\$206,292
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/22/2015

### Professional Development – Most Recent Three Years

Vacaville Unified School District (VUSD) provides professional development opportunities for teachers at all stages of their careers. Peer Assistance and Review (PAR), Beginning Teacher Support and Assessment (BTSA), and Title II of the No Child Left Behind Act are the primary funding sources.

VUSD has implemented the Common Core State Standards (CCSS). The teachers have received training in the implementation of the math standards for the past two years. This year they have received training the ELA standards. Other areas of professional development include Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, and training for Special Education teachers.



At Hemlock, we continue to focus staff development on Professional Learning Communities and EDI (Explicit Direct Instruction). 80% of the staff has attended and Professional Learning Communities Summit in 2010-2011. 100% of the staff has been officially trained in EDI in a two-day training presented by a company consultant in 2011.

Staff has received multiple in-services on English Language Development by the site level administrator, site level ELD coach, and district ELD staff. They are supported with on-going staff development by site administration and site and district coaches.

*Last updated: 1/22/2015*