

Dolores Huerta Elementary School

1644 South Lincoln St. • Stockton, CA 95206 • (209) 933-7220 • Grades K-8

Valerie Standridge, Principal
vstandridge@stocktonusd.net

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

District Administration

Ms. Julie Penn
Superintendent

School Description

The vision of Dolores Huerta School is to assure the healthy development of every child so that each has the knowledge, skills and resiliency to reach their full potential and be successful in a rapidly changing world. It is the goal of Dolores Huerta School to provide all students with full access to the standard-based core curriculum, effective instructional strategies and intervention programs to meet the needs of our diverse student population. Our teachers know that their expertise is one of the most important factors in student success and so they continue to attend professional development. The focus of the professional development continues to be in the delivery of instruction: Direct Instruction; Specially Designed Academic Instruction in English (SDAIE); Writing Process and Reciprocal/Cooperative-Collaborative Teaching. All staff is committed to improving student achievement. We have been successful in creating a safe school environment for our students. We have a strong student support team that believes wholeheartedly in prevention. School wide we promote respect for self and others, responsibility, school pride, service to others, and hard work. Our counselor provides individual and small group interventions to help all students develop resiliency skills. The culture of the school is such that all teachers take an interest in every student that attends Dolores Huerta School and not just those enrolled in their classroom. As a result we have few discipline problems. We know that Dolores Huerta School is challenged by our high percentage of English Learners, and although we have not been successful in making all of our subgroups Annual Yearly Progress, we have been successful in making growth in the Academic Performance Index.

Valerie Standridge, PRINCIPAL

About the SARC

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 at (209) 933-7220.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	42
Gr. 1	61
Gr. 2	60
Gr. 3	61
Gr. 4	61
Gr. 5	63
Gr. 6	64
Gr. 7	61
Gr. 8	64
Total	537

SOURCE: California Department of Education

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	4.3
Asian	3.4
Filipino	8.6
Hispanic or Latino	76.4
Native Hawaiian/Pacific Islander	0.6
White	1.3
Two or More Races	0.6
Socioeconomically Disadvantaged	94.8
English Learners	41.2
Students with Disabilities	8.0

SOURCE: California Department of Education

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

Dolores Huerta Elementary School	12-13	13-14	14-15
Fully Credentialed	20	21	18
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School

Dolores Huerta Elementary	12-13	13-14	14-15
Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	2	1	0

* "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.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

* 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.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>ENGLISH LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-8 Math, Algebra I & Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>FOSS (Full Option Science System)</p> <p>Adopted in 2007</p> <p>Earth Science</p> <p>Adopted in 2007</p> <p>Life Science</p> <p>Adopted in 2007</p> <p>Physical Science</p> <p>Adopted in 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-5 Scott Foresman</p> <p>Adopted in 2006</p> <p>6-8 Glencoe: Discovering Our Past</p> <p>Adopted in 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/20/2014

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]	[]	[]		boys & girls restrooms: boys rr by rm 19 light out, broken toilet paper & soap dispenser, boys rr by café no soap dispenser.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		boys & girls restrooms: boys rr by rm 19 light out, broken toilet paper & soap dispenser, boys rr by café no soap dispenser.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		multipurpose/ kitchen: large crack on kitchen floor. rm-7: floor slope.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]		overall: kinder play ground rubber mat gouge.
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

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.

CAASPP 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	36	25	9	35	34	34	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

SOURCE: California Department of Education

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	34	37	33	36	38	37	54	56	55
Math	48	49	40	34	34	34	49	50	50
HSS	7	21	8	26	27	27	48	49	49

* 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.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	2	1
Similar Schools	5	5	2

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

SOURCE: California Department of Education

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.0	19.0	6.3
7	25.0	20.3	23.4

* 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.

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	9
Male	14
Female	2
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	7
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	9
English Learners	2
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	0	10	-30
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-14	22	-23
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	0	10	-30
English Learners	3	15	-16
Students with Disabilities			

* "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

SOURCE: California Department of Education

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

Huerta Elementary recognizes the important role that parents play in the success and education of their child. We encourage parents to volunteer in any way they can. Huerta offers several opportunities to encourage parents' involvement in the school.

- After School Programs
- Counseling services when available
- English Language Advisory Committee (ELAC)
- English as a Second Language for adults (ESL)
- Family Health Centers and programs when and where available
- GATE
- Parent Resource Center
- Parent/Student conferences
- Parent Teacher Organization (PTA)
- School Site Council (SSC)
- The school believes that the parents and guardians can support the learning environment of the school and their students by:
 - Monitoring student attendance
 - Monitoring completion of student homework
 - Monitoring and regulating television viewing
 - Participating in the decision making process in school organizations and committees
 - Planning and participating in activities at home that support classroom learning
 - Volunteering in the classroom
 - Parents and community members who wish to become a part of the school community and participate should call the school's office.

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.

School Safety Plan

Our schools place a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during the close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans (REMS). A comprehensive School Safety Plan helps to provide a secure, peaceful and clean environment for the school community. The Readiness and Emergency Management Plan is revised before the beginning of each school year and reviewed with all staff members. The last revision was completed in July 2013. Emergency drills are conducted on a regular basis and reviewed for efficiency and effectiveness. The school's plan identifies procedures to follow during emergencies and natural disasters. The plan is reviewed at the beginning of each school year with staff and students. Monthly drills are planned and executed to prepare for emergencies. Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The playground is safe for all students. Dolores Huerta School secures all gates at the start of school for the safety of the students. The campus is a closed campus during the school day. Students are walked to the main gates by their teachers at the end of the school day. All visitors must sign in at the office and receive proper authorization to be on campus, as well as display their passes at all times.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.0	6.5	5.1
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

* 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.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	.43
Psychologist	.25
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

SOURCE: This information is provided by the school district.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	32	20	14	0	2	3	2			0		
Gr. 1	32	33	16	0		3	2		2	0	2	
Gr. 2	30.5	22	30	0	1		2		3	0	2	
Gr. 3	23	32	22	1		1	2	2	3	0		
Gr. 4	33	32	24	0		2	0	2	2	1		
Gr. 5	32	22	20	0	1	2	2	2	3	0		
Gr. 6	32	21	20	0	1	2	1	2	1	1		1
Other	0			1			0			0		
English	31.5	26	15	0	3	2	4	5		0		
Math	31.3	31		0			3	4		0		
Science	31.3	31		0			3	4		0		
SS	31.3	31		0			3	4		0		

* 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.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,678	\$1,076	\$3,602	\$60,326
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			-27.7	-1.4
Percent Difference: School Site/ State			-23.2	-14.7

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.

Types of Services Funded at Dolores Huerta Elementary School

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers at Dolores Huerta Elementary School

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.