

Dolores Huerta Elementary School

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

Valerie Standridge, Principal
vstandridge@stocktonusd.net

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Stockton Unified School District

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

District Governing Board

Cecilia Mendez
Andrea Burrise
Kathleen Garcia
Lange P. Luntao
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Dan Wright, Acting Superintendent
Superintendent
Dr. Ward Andrus
**Assistant Superintendent,
Educational Services**

School Description

At Huerta Elementary, we are guided by our mission statement "to prepare all students to be college and career ready through rigorous education. We strive to create problem solvers who are independent thinkers and productive members of society." Our vision is to provide a high level of instruction by maintaining consistency to the standards in a positive, safe and respectful learning environment.

Huerta School strives 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. We provide 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. The focus of our school continues to be Direct Instruction, Student Engagement, and RtI. Teachers have been trained in Close Reading and Six-Trait Writing Process and use these practices to enhance student lessons.

We have been successful in creating a safe school environment for our students. We have a strong student support team that believes wholeheartedly in increasing academic achievement by incorporating Professional Learning Communities, Positive Behavior Intervention Systems, and AVID strategies in the classroom so that all students can reach their full potential. School wide we promote SOARing. This includes being Safe, Organized, Attentive, and Respectful in all actions and decisions we make. We look forward to working with the parents in our community to to create new opportunities and new accomplishments for our students each year.

Valerie Standridge, Principal

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	48
Grade 1	57
Grade 2	58
Grade 3	58
Grade 4	63
Grade 5	65
Grade 6	62
Grade 7	62
Grade 8	62
Total Enrollment	535

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	2.1
Asian	3.2
Filipino	5.8
Hispanic or Latino	82.8
Native Hawaiian or Pacific Islander	0.9
White	0.9
Two or More Races	1.5
Socioeconomically Disadvantaged	92.3
English Learners	40
Students with Disabilities	6
Foster Youth	0.6

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			
Dolores Huerta Elementary School	15-16	16-17	17-18
With Full Credential	16	16	14
Without Full Credential	4	4	6
Teaching Outside Subject Area of Competence	0	1	0
Stockton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Dolores Huerta Elementary	15-16	16-17	17-18
Teachers of English Learners	0	1	2
Total Teacher Misassignments	0	1	2
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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: 6/20/2017

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	by rm-19 Boys R/R: entrance door and frame-paint, handicap stall crack wall tile-repair, alcove concrete walkway round water shut off valve-repair by rm-19 Girls R/R: entrance door and frame-paint, handicap stall corners needs-chal45730 and behind the toilet- grout Multipurpose/ Kitchen: entrance double doors-paint, north wall baseboard-repair, custodial closet floor tile some stain-replace, stage baseboard crack-repair Rm-15: entrance door and frame-paint, stain ceiling tiles-replace, linoleum around toilet-replace
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Rm-7: east wall socket cover missing-replace entrance door and frame-paint Rm-9: entrance door and frame-paint, west wall- wall socket cover plate crack-replace
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	by M/P Boys R/R: entrance door frame-paint, handicap toilet east wall crack tile-replace, handicap toilet partition-repair by M/P Girls R/R: entrance door frame-paint, Alcove south wall stucco-fill in cracks, toilet partition carved into-replace Rm-1: entrance door frame-paint, handicap stall behind toilet crack tile-repair Rm-15: entrance door and frame-paint, stain ceiling tiles-replace, linoleum around toilet-replace
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			boys/girls restrooms: boys and girls restrooms broken walls&floor tile, wall separating from floor,sink loose needs to be secured. Kitchen/Multi/Purpose: gap on floor in multi/purpose. overall: exterior trim in from of school has dry rot. rm 5: rips on walls,floor tile cracked.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/20/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		by M/P Boys R/R: entrance door frame-paint, handicap toilet east wall crack tile-replace, handicap toilet partition-repair by M/P Girls R/R: entrance door frame-paint, Alcove south wall stucco-fill in cracks, toilet partition carved into-replace by rm-19 Boys R/R: entrance door and frame-paint, handicap stall crack wall tile-repair, alcove concrete walkway round water shut off valve-repair by rm-19 Girls R/R: entrance door and frame-paint, handicap stall corners needs-chal45730 and behind the toilet- grout Multipurpose/ Kitchen: entrance double doors-paint, north wall baseboard-repair, custodial closet floor tile some stain-replace, stage baseboard crack-repair Rm-1: entrance door frame-paint, handicap stall behind toilet crack tile-repair Rm-15: entrance door and frame-paint, stain ceiling tiles-replace, linoleum around toilet-replace Rm-7: east wall socket cover missing-replace entrance door and frame-paint Rm-9: entrance door and frame-paint, west wall- wall socket cover plate crack-replace
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	31	24	25	26	48	48
Math	23	24	21	20	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	129	127	98.5	28.4
Male	62	60	96.8	30.0
Female	67	67	100.0	26.9
Filipino	16	16	100.0	37.5
Hispanic or Latino	95	93	97.9	28.0
Socioeconomically Disadvantaged	97	95	97.9	28.4
English Learners	28	26	92.9	11.5

* 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. 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 for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	15	28	29	30	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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.4	16.9	15.4
7	18.8	10.9	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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	379	378	99.74	23.54
Male	190	189	99.47	22.22
Female	189	189	100	24.87
Black or African American	14	14	100	7.14
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	27.27
Filipino	27	27	100	48.15
Hispanic or Latino	308	307	99.68	22.15
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	351	350	99.72	22.57
English Learners	209	208	99.52	15.38
Students with Disabilities	31	31	100	12.9
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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	379	376	99.21	23.94
Male	190	188	98.95	23.4
Female	189	188	99.47	24.47
Black or African American	14	14	100	14.29
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	36.36
Filipino	27	27	100	48.15
Hispanic or Latino	308	306	99.35	21.24
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	351	348	99.15	22.41
English Learners	209	208	99.52	19.23
Students with Disabilities	31	31	100	16.13
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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 State priority: School Climate (Priority 6):

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

School Safety Plan

Our school places 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	2014-15	2015-16	2016-17
Suspensions Rate	4.2	1.3	4.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 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	50	
Percent of Schools Currently in Program Improvement	86.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.25
Social Worker	0.10
Nurse	0.20
Speech/Language/Hearing Specialist	0.25
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	16	25	24	1			2	5	5			
1	32	25	29		1		3	5	5			
2	25	32	29	1			2	4	5		1	
3	25	29	29	1			3	5	5			
4	30	34	29			1	3	2	4		3	
5	30	31	31				3	1	3		4	2
6	31	31	29			1	3	5	4			

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

Professional Development provided for Teachers

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5180.14	691.51	4488.63	63120.40
District	◆	◆	7247.82	\$68,852
State	◆	◆	\$6,574	\$79,228
Percent Difference: School Site/District			-38.1	-8.3
Percent Difference: School Site/ State			-31.7	-20.3

* Cells with ◆ do not require data.

Types of Services Funded

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 (B TSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

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.