



Hurd Barrington Elementary School

838 Eucalyptus Ave • Newman, Ca. 95360 • 209 862-2585 • Grades K-5

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<http://barrington.nclUSD.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Newman-Crows Landing Unified

School District

1162 Main St.

Newman, CA 95360

(209) 862-2933

www.nclUSD.k12.ca.us

District Governing Board

Janice Conforti
President

RoseLee Hurst
Clerk

Paul Wallace
Member

Tim Bazar
Member

Vernon Snodderly
Member

District Administration

Randy Fillpot
Superintendent

Ryan Smith
Director of Human Resources

Kim Bettencourt
Director of Curriculum and
Instruction

Caralyn Mendonca
Director of Fiscal Services

Matt Vargas
Director of Maintenance and
Operations

School Description

Hurd Barrington was built in 2011 and is one of four Transitional Kindergarten through fifth grade elementary schools in the Newman-Crows Landing Unified School District. Our enrollment is approximately at 461. Our demographics includes nineteen General Education classes, one Resource class and one Special Day class. The demographics of our student body consists of 61% Free/Reduced School Lunch, 63.4% Socioeconomic Disadvantaged, 33.5 % English Language Learners, and 13% Students with Disabilities.

We have a multipurpose room with a stage that is used as our main cafeteria and is shared by Afterschool program for academic supports and enrichment activities. We have a STEAM lab that is opened to all teachers, students and ASP to teach robotics and STEAM standards. Teachers have a designated block of library time that is dedicated to encourage reading. Students get to check out books as well as get to listen to popular books read to them by our librarian. Our library is also open to students before school, recess, lunch and after-school so that students are given the opportunity to read and take Accelerated Reading (AR) tests and simply socialize with peers to build confidence. Along with classroom P.E. time, students at Barrington get one day of P.E. time by our district P.E. team that focuses on physical fitness standards and nutrition. In addition, we have a conference room in the main office that is designated to hold our Professional Learning Communities (PLC's) meetings, Individual Educational Plan (IEP's), Student Study Team (SST), and training.

This year we are fortunate enough to have a counselor that is designated to Barrington only. The counselor supports students individually, whole class and by referral basis. Topics and support range from academics, anger management, anxiety, emotional, self-esteem, health concerns, and social skills to simply having someone to talk with. The counselor hangs out before school, during recess, lunch time and after school building relationships and supporting students with socialization tools. Collaboratively we strive on implementing a Positive Behavior Intervention Program with a Tiered level support system to support all students.

We have a great partnership with our After-school program. They offer a safe environment for students to continue their learning while enriching them with music, art, athletics, computer literacy, homework support and academics. We believe in nurturing and developing well-rounded learners.

Barrington focuses on rigorous and relevant instructional practices and programs that fully implement State Standards and educates our students towards the path of College and Career readiness. The standards are a road map to what all students are expected to know at each grade level and be able to do. It also helps guide our teachers in developing meaningful and purposeful lessons. Response to Instruction and Intervention and GATE programs are provided to offer support and challenge all our students.

Part of developing rigorous and relevant instruction is building relationships with all school members especially our students. Our site has embraced that by creating a team that consists of instructional aides, yard duty, cafeteria staff, custodians, teachers and administrators we can support our students in many capacities. Everyone at Barrington have assumed the responsibility of reviewing student data, implementing academic standards, making instructional shifts while meeting the differentiated needs of ALL our learners.

We continue to work collaboratively to implement the standards by creating and implementing skill-specific lessons, and using cutting-edge materials and assessments to monitor student progress. Barrington focuses on ensuring a professional learning environment where our students can thrive and want to continue to be life-long learners.

Mission:

Hurd Barrington Elementary School has high expectations for all students through rigorous instruction, that allows for individual differences and learning styles. Our school promotes a safe, caring, and supportive environment. We seek to build positive relationships with students, parents, and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

Our ultimate goal is always safety first, building literacy and numeracy across all content areas, enhancing technology knowledge, ensuring a safe and welcoming facility will build relationships with parents, students, teachers, administration and community.

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 <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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	76
Grade 2	73
Grade 3	82
Grade 4	81
Grade 5	80
Total Enrollment	478

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.4
Asian	1.5
Filipino	0.6
Hispanic or Latino	70.9
White	20.7
Two or More Races	3.3
Socioeconomically Disadvantaged	64.2
English Learners	32.8
Students with Disabilities	11.3
Homeless	1.7

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 for Hurd Barrington	17-18	18-19	19-20
With Full Credential	20	16	18
Without Full Credential	2	5	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Newman-Crows	17-18	18-19	19-20
With Full Credential	♦	♦	144
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Hurd Barrington Elementary School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Barrington continues to utilize state and district-adopted textbooks and materials in English Language Arts, Math, Social Studies and Science to address state standards in all content areas, ELA, Math, ELD, Science, HSS, and P.E. with all students.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advanced June 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math /August 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-2 Foss Science/2007 & 3-5 Grade Houghton Mifflin California Science/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Studies Weekly TK -6 – 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Barrington strives to provide a safe, clean environment for students, staff and community. A lead custodian, night custodian and district maintenance crews ensure that all our facilities, classrooms, restrooms and campus grounds are kept clean and safe.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 8-30-19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	1st faucet continues to run. Fixed on 9-25-2019
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	42	41	40	50	50
Math	36	33	25	25	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.7	13.3	13.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	243	239	98.35	42.26
Male	130	128	98.46	35.16
Female	113	111	98.23	50.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	177	173	97.74	39.88
White	45	45	100.00	48.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	157	98.74	35.03
English Learners	97	97	100.00	30.93
Students with Disabilities	39	38	97.44	7.89
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	243	239	98.35	32.64
Male	130	128	98.46	36.72
Female	113	111	98.23	27.93
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	177	173	97.74	29.48
White	45	45	100.00	44.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	157	98.74	25.48
English Learners	97	97	100.00	23.71
Students with Disabilities	39	38	97.44	10.53
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to participate in school activities and are provided programs to develop a positive, supportive relationship with the school, home, and community and to facilitate a partnership to support student achievement.

With input and approval from our parents and staff we established and adopted a 2019-2020 Title I School-Level Parent and Family Engagement Policy that may be found on our Website and in our main office. The engagement policy includes curriculum to support ALL students, school activities and opportunities for parents to be involved, ways the school disseminates information and communicates with parents; such as Class Dojo, flyers, site and district calendar, parent conferences, Back to School Night, Open House, and progress reports and report cards.

Included in our policy are site and district meetings that include but not limited to:

- School Site Council
- ELAC/DELAC
- Site Representatives on district committees
- Parent Volunteer Opportunities
- Second Cup of Coffee
- Parent Teacher Conferences
- LCAP

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

Hurd Barrington Elementary School prepares staff, students and informs parents about the comprehensive safety plan which is updated and approved annually. The safety plan is reviewed with parents and staff. Students and Staff practice monthly fire drills, lock down drills twice a year and an annual earthquake drill. The plan for the 2019-2020 school year is reviewed as needed and adopted on November 18, 2019. Three safety meetings are held per year or as needed to review safety concerns. Updates are made appropriately and in a timely manner.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.5	2.7	3.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.1	5.4	6.6
Expulsions Rate	0.2	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	239.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		24	1	3		22	1	3	
1	26		3		23		3		25		3	
2	24		3		28		3		24		3	
3	26		3		24		3		27		3	
4	29		3		26		3		26		3	
5	27		3		29		3		22	1	3	
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		99	95

Professional developed is provided to staff throughout the year in the form of PLC's once a week, Collaboration days, and staff meetings plus release time to attend content training or county office standards training as wells as social emotional trainings, based on student and staff needs. Data and instructional practices are evaluated through classroom visits and data are reviewed and PD's are planned and facilitated to address the needs of the school or individual students or grades. Our district also provides after school training for effective teaching and technology. Each grade is also offered two planning days where they can collaborate and backwards map the state standards and plan for the upcoming lessons/standards, review data and make instructional adjustments.

All PD's and meetings help support our focus on rigorous and relevant instructional programs that fully implements state standards and educates our students towards the path of College and Career readiness. The standards are a road map to what all students are expected to know at each grade level and be able to do. It also helps guides our teachers in developing meaningful lessons. Response to Instruction and Intervention and GATE programs are provided to offer support and challenge all our students.

Part of developing rigorous and relevant instruction is building relationships with all school members especially our students. Our site has embraced that by creating a team that consists of instructional aides, yard duty, ASP staff, cafeteria staff, custodians, counselors, teachers and administrators we can accomplish a lot. They all have assumed responsibility of implementing academic standards while meeting the differentiated needs of all our learners. We continue to work collaboratively to implement the standards by creating and implementing skill-specific lessons, and using cutting-edge materials and assessments to monitor student progress.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,593	\$46,208
Mid-Range Teacher Salary	\$76,681	\$72,218
Highest Teacher Salary	\$95,724	\$92,742
Average Principal Salary (ES)	\$103,791	\$134,864
Average Principal Salary (MS)	\$111,713	\$118,220
Average Principal Salary (HS)	\$126,617	\$127,356
Superintendent Salary	\$198,456	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	33%
Administrative Salaries	5%	6%

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

Types of Services Funded

We have a great partnership with our After-school program. They offer a safe environment for students to continue their learning while enriching them with music, art, athletics, computer literacy, homework support and academics. Students develop socialization skills and new friendship through these activities and sports. We believe in nurturing and developing well-rounded learners.

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,335.01	\$304.59	\$5,030.43	\$6,8529.12
District	N/A	N/A	\$11,069.00	\$74,701.00
State	N/A	N/A	\$12,147.00	\$80,680.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-75.0	-8.6
School Site/ State	-82.9	-16.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.