Dolores Huerta Elementary School

1644 South Lincoln St. • Stockton, CA 95206 • (209) 933-7220 • Grades K-8
Ariana Casillas, Principal
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https://www.stocktonusd.net/Huerta

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

Stockton Unified School District

701 North Madison St.
Stockton, CA 95202
(209) 933-7000
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District Governing Board

Cecilia Mendez
Board Clerk, Area 1

AngelAnn Flores
Area 2

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Board Vice President, Area 3

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Board President, Area 4

Maria Mendez
Area 5

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Area 7

District Administration

John E. Deasy, Ph.D.
Superintendent

Nik Howard
Interim Assistant Superintendent of Human Resources

MaryJo Cowan
Assistant Superintendent of Educational Support Services

Sonjhia Lowery
Assistant Superintendent of 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 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.

Ariana Casillas, Principal

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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About 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	48
Grade 1	50
Grade 2	51
Grade 3	50
Grade 4	53
Grade 5	61
Grade 6	65
Grade 7	63
Grade 8	64
Total Enrollment	505

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	1.6
Asian	2
Filipino	3.4
Hispanic or Latino	87.1
Native Hawaiian or Pacific Islander	0.6
White	1.4
Two or More Races	1.4
Socioeconomically Disadvantaged	92.9
English Learners	36
Students with Disabilities	6.5
Foster Youth	0.2
Homeless	1.4

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 Dolores Huerta	17-18	18-19	19-20
With Full Credential	14	18	17
Without Full Credential	6	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1475
Without Full Credential	♦	♦	309
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Dolores Huerta Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	0	1	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)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials
Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and 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 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 **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)

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/27/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Multipurpose: stained ceiling tiles,chipped baseboards,floor lifting. rm 10: cracks on floor tiles. rm 2: stained ceiling tiles,rubber trim on carpet missing metal exposed safety concern. Westside boys/girls restrooms: cracks on walls, cracks on wall tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: concrete walkways cracked and unlevel, lifting.asphalt around kinder play ground cracked, paint poles on play ground.
Overall Rating	**Fair**	

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	26	27	28	31	50	50
Math	22	22	21	21	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	25.4	22.0	11.9
7	17.5	15.9	19.0

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	350	346	98.86	26.88
Male	165	163	98.79	23.31
Female	185	183	98.92	30.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	41.67
Hispanic or Latino	301	297	98.67	26.60
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	331	328	99.09	25.91
English Learners	188	186	98.94	20.97
Students with Disabilities	26	25	96.15	4.00
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	350	346	98.86	21.68
Male	165	163	98.79	21.47
Female	185	183	98.92	21.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	41.67
Hispanic or Latino	301	297	98.67	20.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	331	328	99.09	21.34
English Learners	188	186	98.94	16.67
Students with Disabilities	26	25	96.15	4.00
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)
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
- Parent Coffee Meetings
- Student Assistance Program (SAP) and Student Study Team (SST)
- English Language Advisory Committee (ELAC)
- Family Health Centers and programs when and where available
- 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
- Attend school functions
- 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
- Communicating regularly with your child's teacher
- 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 August 2018. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.4	1.9	2.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	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*	336.7

* 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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	.2

* 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	24		5		22	1	4		19	2	4	
1	29		5		27		4		23	1	4	
2	29		5		26	1	5		22	2	4	
3	29		5		27		4		23	1	4	
4	29	1	4		32		3	2	26		5	
5	31		3	2	31		3	2	29		5	
6	29	1	4		32		3	2	29	1	2	2
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	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,710	$48,612
Mid-Range Teacher Salary	$75,625	$74,676
Highest Teacher Salary	$95,270	$99,791
Average Principal Salary (ES)	$127,877	$125,830
Average Principal Salary (MS)	$0	$131,167
Average Principal Salary (HS)	$136,722	$144,822
Superintendent Salary	$285,461	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,972	$477	$5,495	$61,020
District	N/A	N/A	$6,928	$75,370.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-23.1	-17.7
School Site/ State	-33.3	-27.9

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.