



LENNOX SCHOOL DISTRICT

10319 South Firmona Avenue
Lennox, CA 90304
(310) 695-4000

www.lennox.k12.ca.us

BOARD OF TRUSTEES

Sergio Hernandez Jr.
Dr. Angela Fajardo
Angeles Gonzalez
Marisol Cruz
Alexis Aceves

DISTRICT ADMINISTRATION

Dr. Scott Price
Superintendent

Becki Blanco
Chief Instructional Officer

John Vinke
Interim Chief Business Officer

Sherry Johnstone
Interim Chief Personnel Officer

Kevin Kronfeld
Director of Categorical Programs

Dr. Eric Medrano
Director of Special Education

Eddie Garcia
Director of Student Support Services

Susana Garcia
Director of Technology

Vacant
Director of Facilities

DOLORES HUERTA ELEMENTARY SCHOOL

Grades K-5
Maria Castellanos, Principal
maria_castellanos@lennoxk12.org

4125 West 105th Street, Lennox, CA 90304
(310) 677-7050 • FAX (310) 330-4574
<http://huerta.lennox.k12.ca.us>



SCHOOL ACCOUNTABILITY REPORT CARD

2018-19 SCHOOL ACTIVITY PUBLISHED IN DECEMBER 2019

PRINCIPAL'S MESSAGE

The staff at Huerta has made a commitment to provide the best educational program possible for our students that prepares our students for a rewarding and successful personal life and career; cultivates in our students self-respect and respect for others; empowers our students to participate both in their local and extended communities with sound judgment and informed decisions; and encourages in our students an appreciation of cultural diversity.

We are in our eleventh year of SWUN math implementation and continue to implement the district's English Language Development program. We continue to identify strategies to implement the National Common Core Standards.

We value the role that parents play in their children's education, and the best results for our students come through the combined efforts of our staff and parents. As always, we invite you to visit our school to see outstanding teaching and your children's enthusiasm for learning. We thank you all for your continued support of your children's academic success and your involvement in our school.

DISTRICT VISION

The Lennox School District is dedicated to providing our students an education that emphasizes:

- Cradle to College - Preparing students academically from birth to career.
- Community - Embracing the role of parents as partners in the educational process.
- Culture of Caring - Encouraging committed employees to support students and their families socially, emotionally and academically.
- Continuity - Entrusting that each generation achieves and excels, and returns to the Lennox Community to give back.

DISTRICT MISSION

Every Lennox School District student will successfully transition to college or career.

SCHOOL VISION

Children are our future. We are dedicated to their success.

SCHOOL MISSION

We are committed to creating a challenging learning environment that encourages high expectations for success through instruction that allows for individual differences and learning styles.

SCHOOL PROFILE

Dolores Huerta Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2018-19 school year, 592 students were enrolled, including 7.9% in special education, 49.5% qualifying for English Language Learner support, 95.9% qualifying for free or reduced price lunch, 0.3% foster youth, and 24% homeless youth. The campus features a Preschool and a Readiness Center which offers two morning and afternoon sessions for children ages 0-3 and 3-4. We are also in the second year of our innovative School of Dentistry program, which is designed for 4th and 5th graders.

**Student Enrollment by
Student Group and Grade Level
2018-19**

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.7%	Kindergarten	98
American Indian or Alaskan Native	0.0%	Grade 1	81
Asian	0.3%	Grade 2	113
Filipino	0.0%	Grade 3	108
Hawaiian or Pacific Islander	0.2%	Grade 4	104
Hispanic or Latino	98.6%	Grade 5	88
White	0.0%	Grade 6	0
Two or More Races	0.2%	Grade 7	0
Socioeconomically Disadvantaged	95.9%	Grade 8	0
English Learners	49.5%		
Students with Disabilities	7.9%		
Homeless	24.0%		
Foster Youth	0.3%	Total Enrollment	592

Students in grades K-5 may participate in the district's LEAP before school program offered on campus Monday through Friday from 6:30 a.m. until the start of school or in an afterschool program from 3:00-6:00 p.m. Structured enrichment activities including: sports, fine arts, cheerleading, field trips, and homework support are supervised by qualified staff. Participants are provided a nutritious snack.

Teachers continue to employ innovative strategies and participate in professional development activities in English Language Arts, Writing, Math, and English Language Development strategies.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) that supports the priorities for the state of California. The following components of this SARC address some of the priorities identified in the State's LCAP:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.
- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- 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).
- 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.
- 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.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education.

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through School Messenger, flyers, the school marquee, and the school website. The school coordinates organization of parent volunteers. Contact the parent liaison at (310) 677-7050 for more information on how to become involved in your child's learning environment.

Volunteer to Help

- In the classroom, library, and office
- Help at schoolwide events
- Organize fundraisers
- Chaperone field trips

Join Leadership Groups

- School Site Council
- English Learner Advisory Council

Attend Special Events & Workshops

- Back to School Night
- Coffee with the Principal
- Family Nights (Math, Literacy, Science & Art)
- Open House
- Student Performances
- Parent Education Classes
- Parent Volunteer Recognition Events
- Reclassification Ceremony for English Learners
- Grade Level Support Opportunities

STUDENT ACHIEVEMENT

PHYSICAL FITNESS

In the spring of each year, Dolores Huerta Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results 2018-19			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	18.2%	20.5%	10.2%

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.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Huerta		Lennox SD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight

Percentage of Students Meeting or Exceeding the State Standards

	Huerta		Lennox SD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	50	49	40	37	50	48
Mathematics	38	43	30	28	38	37

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2018-19

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	293	293	100.0%	0.0%	49.5%	293	293	100.0%	0.0%	43.0%
Male	145	145	100.0%	0.0%	46.9%	145	145	100.0%	0.0%	45.5%
Female	148	148	100.0%	0.0%	52.0%	148	148	100.0%	0.0%	40.5%
African American	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	283	283	100.0%	0.0%	49.5%	283	283	100.0%	0.0%	42.8%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	282	282	100.0%	0.0%	49.3%	282	282	100.0%	0.0%	42.9%
English Learners	195	195	100.0%	0.0%	46.7%	195	195	100.0%	0.0%	40.0%
Students with Disabilities	25	25	100.0%	0.0%	8.0%	25	25	100.0%	0.0%	4.0%

Note: ELA & Mathematics test results include the Smarter Balanced 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.

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.

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 FACILITIES & SAFETY

FACILITIES MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Dolores Huerta Elementary School's original facilities were built in 2008; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day, one full-time evening, and one part-time evening custodian are assigned to Dolores Huerta Elementary School. The day custodian is responsible for:

- General Cleaning
- Restroom Cleaning
- Cafeteria Setup/Cleanup
- Debris Removal
- Graffiti Removal

Restrooms are checked three times a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Office Area Cleaning
- Restroom Cleaning
- Classroom Cleaning

An administrator communicates with custodial staff daily concerning maintenance and school safety issues.

FACILITIES INSPECTIONS

The district's maintenance department inspects Dolores Huerta Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Dolores Huerta Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on November 26, 2018. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Dolores Huerta Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in Fall 2019.

SUPERVISION & SAFETY

At the beginning of the school day, students arrive through a single entrance which is supervised by an administrator, and support staff. From 7:45 to 8:15 a.m., teachers, and supervision aides monitor students in the

central area of the playground. Students are served breakfast in the cafeteria from 7:45 to 8:05 a.m. One crossing guard is on duty at 104th Street and one crossing guard is located at 105th Street to direct traffic and help students cross the street safely. During recess, two teachers and the assistant principal monitor student behavior on the playground. During lunch recess, two supervision aides and the assistant principal monitor students in the cafeteria; four aides monitor playground activity and three aides are located in the playing field. At the end of the day, students depart through two exits which are supervised by an administrator, and support staff.

The campus is fully secured with perimeter fencing; during school hours there is only one entry which directs visitors to the school office. Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office. Upon arrival, parents and visitors must provide picture identification, obtain and wear a visitor's badge to be scanned through the Raptor System, and then return to the school office upon departure.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

At Dolores Huerta Elementary, all staff believe that a safe learning environment is an effective learning environment. Schoolwide discipline policies are founded upon the district's assertive discipline model which

Campus Description	
Year Built	2008
	Quantity
# of Permanent Classrooms	20
# of Portable Classrooms	9
# of Restrooms (student use)	3 sets
Resource Room	1
Parent Center	1
Counseling Office	1
Health Specialist Office	1
Library	1
Cafeteria/Multipurpose Room	1
Conference Room	1
Staff Lounge	1
Psychologist Office	1
Speech and Language Office	1
Dentistry Lab	1

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: November 26, 2018	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Suspensions and Expulsions

	Huerta			Lennox SD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	0.00%	0.00%	0.00%	2.40%	1.70%	2.80%	3.60%	3.50%	3.60%
Expulsions (%)	0.00%	0.00%	0.00%	0.01%	0.04%	0.01%	0.09%	0.08%	0.09%

clearly defines unacceptable behavior and consequences for poor conduct. Teachers integrate Character Counts and Dr. Olweus' Bullying Prevention strategies to promote respect responsibility through daily instruction and weekly student meetings.

Teachers have established individual, grade appropriate classroom management plans in accordance with district's assertive discipline policies; these plans are submitted for approval by the principal each year. Concentrations are placed in redirecting behavior, allowing students to take responsibility for their actions and demonstrate self-control through good decision-making practices.

At the beginning of the school year, each family is provided a parent handbook which outlines school policies, safety rules, and behavior expectations. Teachers provide parents a copy of their classroom management plans. During the first week of school and in the spring, grade level assemblies are presented by administrators to revisit behavior expectations and school rules as part of their back-to-school orientation process. Throughout the year, at parent conferences and in class discussions, school staff remind students as needed to conduct themselves in a safe, responsible, and respectful manner.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. Teachers have found that brief time-outs, loss of recess, and parent contact resolve most behavioral issues. Students who continue to make poor choices in conduct are referred to the counselor or assistant principal for further intervention and other means of correction. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution

2016-17				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0		5	
1	20.0	4	1	
2	24.0		4	
3	24.0		4	
4	25.0		4	
5	25.0	1	3	
Other**	6.0	2		
2017-18				
K	21.0	2	2	
1	20.0	4	2	
2	21.0	1	4	
3	27.0		4	
4	31.0		3	
5	22.0	1	4	
Other**	5.0	1		
2018-19				
K	20.0	5		
1	20.0	2	2	
2	19.0	1	5	
3	27.0		4	
4	21.0	1	4	
5	22.0	1	3	

*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.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Lennox School District are being aligned to the California State Standards. Staff development concentrations are selected and identified based on staff survey results, California State Standards, state and federal grant requirements, and student performance data. Teachers have agreed, as part of their contract, to acquire professional development on their own time to better serve their students. Therefore, district and site-based staff development offerings are highly specialized and focus on the current needs of the district's learning community.

During the 2018-19 school year, Dolores Huerta Elementary School staff participated in professional development activities throughout the school year. Focus of professional development is based upon results from student performance data and classroom walkthroughs for English/ Language Arts, Math, and English Language Development instruction.

2018-19 Staff Development Topics:

- Advancement Via Individual Determination (AVID) Strategies
- California Standards
- English Language Development
- SBAC
- SIPPS Foundational Skills
- SWUN Math
- Writing

Current research and training in instructional methodology and best practice helps teachers to improve their skills in order to provide students with the best possible educational experience. During the 2017-18, 2018-19, and 2019-20 school years, Lennox School District offered a variety of professional learning opportunities for teachers and instructional aides. Teacher training topics included professional development on the following:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2017-18	4 days
<ul style="list-style-type: none"> • Carnegie Learning • ELD Instruction & EL Progress Reporting • ELPAC Test Overview • Get Ahead Writing • Independent Planning • Language Objectives / Vocabulary • Next Generation Science Standards (NGSS) • School Climate & Culture • SELPA • Student Discipline & Other Means of Correction • Universal Design for Learning 	
2018-19	4 days
<ul style="list-style-type: none"> • 5E Lesson Design Training • Best Practices • Emotional Tools for Regulation • Focusing on Excellence and Equity for All Through a MTSS Lens • Growth Mindset Presentation • IXL / Lexia Training • OLWEUS Training • Positive Classroom Environment • PowerSchool Pro Training • SchoolCity • What is Social Emotional Learning? Training 	
2019-20	4 days
<ul style="list-style-type: none"> • ELA Standards • ELA Writing • Math Coaching with Swun Math • Social-Emotional Awareness Training • Specialized Academic Instruction (SAI) for Students with Learning Disabilities • The Leader in Me • Universal Design for Learning 	

During the 2018-19 school year, the district also offered teachers the opportunity to attend supplementary professional development on the following:

- Accessibility Supports
- Collaborative Teaching
- Dual Language
- ELPAC
- English Language Development (ELD)
- Google
- Nearpod
- New Teacher Training
- Non Violent Crisis Intervention
- Special Education
- SWUN Math

In addition, the on-going collaboration between teachers and grade levels has been strengthened for our district and our academic programs. Our teachers have numerous opportunities to collaborate on best practices, grading, and discuss the best ways to meet the needs of all students.

Lennox School District and three other local districts (Lawndale, Hawthorne, and Centinela) jointly support new teachers in developing their teaching skills through the New Teacher Induction Program, which is designed for first- and second-year teachers holding a preliminary credential to earn their clear teaching credential. The Peer Assistance and Review (PAR) program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles County Superintendent of Schools as well as the Lennox School District. Profession and subject specific offerings are consistent with the California State Standards.

Aides receive specialized training from the district office personnel. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Lennox School District are being aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education with the exception of SWUN Math which was adopted

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	McGraw Hill: <i>California Wonders</i>	0%
Math			
2016	Yes	Swun Math: <i>Swun Math Student Journal</i>	0%
Science			
2008	Yes	Houghton Mifflin: <i>California Science</i>	0%
Social Science			
2006	Yes	Scott Foresman: <i>Scott Foresman History-Social Science for California</i>	0%

locally. The district determined that SWUN math curriculum is in alignment with the state standards. The district follows the State Board of Education's adoption cycle for core content materials and textbook adoptions in foreign language, visual and performing arts, and health. The district follows the State Board of Education's adoption cycle for core content materials and textbook adoptions in foreign language, visual and performing arts, and health.

On September 10, 2019, the Lennox School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted the Resolution Regarding Sufficiency of Instructional Materials No. 19-03 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the Lennox School District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history/social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycle, process, time lines, and content of the curriculum frameworks, and (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2019-20 school year, Lennox School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2018-19 school year, Dolores Huerta Elementary School had 31 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments

	Huerta			Lennox SD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	30	31	31	246	294	251
Teachers with Full Credential	30	31	31	246	294	249
Teachers without Full Credential	0	0	0	0	0	2
Teaching Outside Subject Area (with full credential)	0	0	0	16	7	1
Misassignments of Teachers of English Learners	0	0	0	0	1	0
Total Teacher Misassignments*	0	0	0	0	1	1
Teacher Vacancies	0	0	0	0	1	2

*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.*

COUNSELING & SUPPORT STAFF

Dolores Huerta Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Dolores Huerta Elementary's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Health Specialist	1	1.0
Occupational Specialists	As needed	
Psychologist	1	0.4
DiDi Hirsch Therapist	1	0.2
Speech & Language Specialist	1	1.0
Masada Therapist	1	0.2
Technology Aide	1	1.0
Library Clerk	1	1.0
Average Number of Students per Academic Counselor		592

**One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of*

SARC DATA & ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Dolores Huerta Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Dolores Huerta Elementary School's SARC and access the Internet at the school library, at the Parent Center, or at any of the county's public libraries. The closest public library to Dolores Huerta Elementary School is the Lennox Branch Library and Hawthorne Library.

Lennox Branch Library
4359 Lennox Blvd., Lennox
Phone Number: (310) 674-0385
Hours: Mon-Thurs: 11:00 a.m. - 7:00 p.m.
Fri: 11:00 a.m. - 6:00 p.m.
Sat: 12:00 p.m. - 5:00 p.m.
Sun: Closed
Number of Computers Available: 10

Hawthorne Library
12700 South Grevillea Avenue, Hawthorne
Phone Number: (310) 679-8193
Hours: Tues & Wed: 11:00 a.m. - 8:00 p.m.
Thurs: 10:00 a.m. - 6:00 p.m.
Fri & Sat: 10:00 a.m. - 5:00 p.m.
Mon & Sun: Closed
Number of Computers Available: 16

Dolores Huerta Parent Center
Open to Parents:
Mon-Fri: 8:15 a.m. - 2:30 p.m.
Number of Computers Available: 6
Printers Available: Yes

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

EXPENDITURES PER STUDENT

For the 2017-18 school year, Lennox School District spent an average of \$13,415 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18		
	Lennox SD	State Average of Districts in Same Category
Beginning Teacher Salary	53,728	45,741
Mid-Range Teacher Salary	88,028	81,840
Highest Teacher Salary	102,533	102,065
Average Principal Salaries:		
Elementary School	129,403	129,221
Middle School	134,529	132,874
Superintendent Salary	210,120	224,581
Percentage of Budget For:		
Teacher Salaries	36	36
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
Expenditures Per Pupil	Dollars Spent Per Student				
	Huerta	Lennox SD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,335	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,272	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,062	7,285	97.0%	507	1393.0%
Average Teacher Salary	88,263	90,391	97.6%	82,663	106.8%

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

In addition to general fund state funding, Lennox School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV

DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Lennox School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section and the school facilities section was acquired in December 2019.