



LENNOX SCHOOL DISTRICT

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DOLORES HUERTA ELEMENTARY SCHOOL

Grades K-5
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SCHOOL ACCOUNTABILITY REPORT CARD

2015-16 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2017

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 eighth year of Swun math implementation and continue to implement the district's English Language Development program. Our current focus is identifying strategies to implement the National Common Core Standards.

This year we welcome the addition of a parent liaison and as a result our parent involvement continues to increase. We appreciate that parents play an important role 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.
- Commitment - Encouraging on-going responsibility to the Lennox Community
- Community - Embracing the role of parents as partners in the educational process.

- Culture of Caring - Enveloping Lennox with social services for children and their families
- Continuity - Entrusting that each generation achieves and excels, and returns to the Lennox Community to give back.

DISTRICT MISSION

One hundred percent of Lennox Students successfully transition to college and 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 2015-16 school year, 591 students were enrolled, including 9.3% in special education, 65% qualifying for English Language Learner support, and 96.4% qualifying for free or reduced price lunch. The campus features a Preschool and a Readiness Center which offers two morning and afternoon sessions for children ages 0-3 and 3-4.

Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	0.5%	Kindergarten	106
American Indian or Alaskan Native	0.0%	Grade 1	98
Asian	0.5%	Grade 2	100
Filipino	0.2%	Grade 3	101
Hawaiian or Pacific Islander	0.3%	Grade 4	94
Hispanic or Latino	98.3%	Grade 5	92
Two or More Races	0.0%	Grade 6	0
Socioeconomically Disadvantaged	96.4%	Grade 7	0
English Learners	65.0%	Grade 8	0
Students with Disabilities	9.3%		
Migrant Education	0.0%	Total	
Foster Youth	0.7%	Enrollment	591

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, math, and English Learner 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). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

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
- With student supervision
- Organize fundraisers
- Parent Teacher Association
- Chaperone field trips

Join Leadership Groups

- School Site Council
- English Learner Advisory Council
- Parent Teacher Association

Attend Special Events & Workshops

- Back to School Night
- Family Nights (Math & Literacy)
- Open House
- Math & Literacy Nights
- 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/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	59.6%	31.9%	6.4%

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.

FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Dolores Huerta Elementary School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17

	Huerta	Lennox SD
PI Status	In PI	In PI
First Year of PI Implementation	2006-07	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		10
% Schools Currently In PI		100%

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

**CALIFORNIA ASSESSMENT OF
STUDENT PERFORMANCE AND
PROGRESS (CAASPP)**

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

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 grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	54	53	54	50	50	48	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	96	96	100.0%	54.2%
Male	44	44	100.0%	56.8%
Female	52	52	100.0%	51.9%
Hispanic or Latino	96	96	100.0%	54.2%
Economically Disadvantaged	93	93	100.0%	53.8%
English Learners	40	40	100.0%	35.0%
Students with Disabilities	15	15	100.0%	46.7%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3								
All Students Tested	102	102	100.0%	36.3%	102	102	100.0%	43.1%
Male	47	47	100.0%	34.0%	47	47	100.0%	48.9%
Female	55	55	100.0%	38.2%	55	55	100.0%	38.2%
Hispanic or Latino	96	96	100.0%	36.5%	96	96	100.0%	42.7%
Socioeconomically Disadvantaged	101	101	100.0%	36.6%	101	101	100.0%	43.6%
English Learners	71	71	100.0%	38.0%	71	71	100.0%	45.1%
Grade 4								
All Students Tested	93	93	100.0%	24.7%	93	93	100.0%	30.1%
Male	42	42	100.0%	21.4%	42	42	100.0%	26.2%
Female	51	51	100.0%	27.5%	51	51	100.0%	33.3%
Hispanic or Latino	90	90	100.0%	23.3%	90	90	100.0%	30.0%
Socioeconomically Disadvantaged	91	91	100.0%	24.2%	91	91	100.0%	29.7%
English Learners	51	51	100.0%	9.8%	51	51	100.0%	13.7%
Students with Disabilities	12	12	100.0%	8.3%	12	12	100.0%	8.3%
Grade 5								
All Students Tested	96	96	100.0%	34.4%	96	96	100.0%	19.8%
Male	44	44	100.0%	22.7%	44	44	100.0%	15.9%
Female	52	52	100.0%	44.2%	52	52	100.0%	23.1%
Hispanic or Latino	96	96	100.0%	34.4%	96	96	100.0%	19.8%
Socioeconomically Disadvantaged	93	93	100.0%	33.3%	93	93	100.0%	20.4%
English Learners	40	40	100.0%	10.0%	40	40	100.0%	2.5%
Students with Disabilities	15	15	100.0%	0.0%	15	15	100.0%	0.0%

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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears 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.*

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

Percentage of Students Meeting or Exceeding the State Standards

	Huerta		Lennox SD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	23	33	28	30	44	49
Mathematics	17	32	21	24	33	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.

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.

2016-17 Planned Campus Improvements:

- Installation of solar panels

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 December 12, 2016. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

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 August 2016.

SUPERVISION & SAFETY

At the beginning of the school day, students arrive through a single entrance which is supervised by an administrator and other support staff. There is also an outside security company to supplement on-site campus safety, after school dismissal, and the after school LEAP program. From 7:45 to 8:15 a.m., teachers, supervision aides, and parent volunteers 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

Campus Description

	2008
	Quantity
Year Built	2008
# 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

School Facility Good Repair Status

Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: December 12, 2016				
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.

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; two aides monitor playground activity and two 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. All parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, 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 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.

Before each school year begins, parents receive a Parent Handbook which includes district policies and school rules. At the beginning of the school year, each student is provided a student 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, grade level assemblies are presented by administrators to reinforce behavior expectations and school rules as part of their back-to-school orientation process. When students return from spring recess, the counselor visits each of the fifth grade classes to reinforce behavior expectations. 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. 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.

Suspensions and Expulsions									
	Huerta			Lennox SD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	0	2	3	80	166	205	279,383	243,603	230,389
Expulsions (#)	0	0	0	2	0	2	6,611	5,692	6,227

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.

Class Size Distribution Self-Contained Classrooms				
Grade	2013-14			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0		4	
1	16.0	4		
2	16.0	4		
3	17.0	1	3	
4	20.0		4	
5	24.0		3	
2014-15				
K	30.0		3	
1	20.0	3	2	
2	19.0	5		
3	21.0	1	3	
4	27.0		3	
5	21.0	1	4	
2015-16				
K	25.0		5	
1	23.0	1	3	
2	24.0		4	
3	22.0	2	3	
4	21.0	3	2	
5	22.0		3	

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

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, NCLB requirements, 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 2015-16 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.

2015-16 Staff Development Topics:

- Common Core Standards
- English Language Development
- SBAC
- Swun Math

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 2015-16 school year, Lennox School District offered a variety of professional learning opportunities for teachers and instructional aides. Staff participated in professional development activities throughout the year on early release days and during the summer. Teacher training topics focused on the transition to Common Core and included professional development on the following:

- 21st Century Learning
- Digital Citizenship
- Disciplinary Core Ideas
- ELA/ELD Frameworks
- Imagine Learning
- Lesson Planning
- Next Generation Science Standards
- SAMR Planning Time
- Swun Math
- Writing Across the Curriculum

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. 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 27, 2016, 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. 16-08 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 2016-17 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.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Houghton Mifflin: <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0%	K-5
Math				
	Yes	Swun Math: <i>Swun Math Student Journal</i>	0%	TK-5
Science				
2008	Yes	Houghton Mifflin: <i>California Science</i>	0%	K-5
	Yes	Harcourt Science: <i>California Edition</i>	0%	K-5
Social Science				
2006	Yes	Scott Foresman: <i>Scott Foresman History-Social Science for California</i>	0%	K-5

Textbook information was obtained from district office personnel in December 2016.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2015-16 school year, Dolores Huerta Elementary School had 30 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “NCLB Compliant.” Minimum qualifications include: possession of a bachelor’s degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments

	Huerta			Lennox SD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	29	30	29	254	258	249
Teachers with Full Credential	29	30	29	253	257	249
Teachers without Full Credential	0	0	0	1	1	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	10	10	12
Teacher Misassignments for English Learners	0	0	0	0	0	1
Total Teacher Misassignments*	0	0	0	0	0	1
Teacher Vacancies	0	0	0	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.*

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

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.

Core Academic Classes Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
2015-16		
Huerta	100.0%	0.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	-	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counselors and Support Personnel (Nonteaching Professional Staff)		
2015-16		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Health Specialist	1	1.0
Occupational Specialists	As needed	
Psychologist	1	0.4
Richstone Counselor	1	0.4
Speech & Language Specialist	1	0.4
Technology Aide	1	1.0
Library Clerk	1	1.0
Average Number of Students per Academic Counselor		591

**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 full time.*

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 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, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Dolores Huerta Elementary'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 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 School Library
Open to Parents:
Mon-Fri: 8:30 a.m. - 3:30 p.m.
Number of Computers Available: 20
Printers Available: Yes

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: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

EXPENDITURES PER STUDENT

For the 2014-15 school year, Lennox School District spent an average of \$11,858 of total general funds to educate each student (based on 2014-15 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.)

Salary Comparison 2014-15		
	Lennox SD	State Average of Districts in Same Category
Beginning Teacher Salary	50,148	44,507
Mid-Range Teacher Salary	82,161	68,910
Highest Teacher Salary	95,699	88,330
Average Principal Salaries:		
Elementary School	120,078	111,481
Middle School	110,122	115,435
High School	-	113,414
Superintendent Salary	186,934	169,821
Percentage of Budget For:		
Teacher Salaries	41	39
Administrative Salaries	4	6

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

Current Expense of Education Per Pupil 2014-15

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	8,147	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,749	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,397	5,774	110.8%	5,677	112.7%
Average Teacher Salary	84,082	83,901	100.2%	71,610	117.4%

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 2014-15 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
- Other State: Locally Defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education
- Williams Case Settlement

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 was acquired in October 2016. Data to prepare the school facilities section was acquired in January 2017.