



LENNOX SCHOOL DISTRICT

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DOLORES HUERTA ELEMENTARY SCHOOL

Grades K-5
Maria Castellanos, Principal
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SCHOOL ACCOUNTABILITY REPORT CARD

2020-21 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2022

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 thirteenth 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 transitional kindergarten through five following a traditional calendar. At the beginning of the 2020-21 school year, 549 students were enrolled, including 8.9% in special education, 50.6% qualifying for English Language Learner support, 99.8% qualifying for free or reduced price lunch, 0.7% foster youth, and 17.3% 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.

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.

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	46.8%	Kindergarten	75
Male	53.2%	Grade 1	84
Non-Binary	0.0%	Grade 2	98
American Indian or Alaskan Native	0.0%	Grade 3	72
Asian	0.0%	Grade 4	118
Black or African American	0.4%	Grade 5	102
Filipino	0.0%		
Hispanic or Latino	97.8%		
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	0.0%		
White	0.2%		
English Learners	50.6%		
Foster Youth	0.7%		
Homeless	17.3%		
Migrant	0.0%		
Socioeconomically Disadvantaged	99.8%	Total Enrollment	549
Students with Disabilities	8.9%		

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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;
- School facilities are maintained in good repair

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 alternative 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 sequences or programs of student.

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

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

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

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

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

Note: During the 2019-20, 2020-21 and 2021-22 school years, some of the activities may have occurred via online platforms and some of the activities may have been cancelled due to the COVID-19 pandemic. Buford Elementary School plans to bring back activities and volunteer opportunities as they are allowed by the Department of Public Health.

California Physical Fitness Test Results

	2020-21		
	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

Local Assessments Test Results in ELA & Mathematics by Student Group (Grades 3-8)

	2020-21									
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students Tested	292	286	97.94	2.06	38.46	292	273	93.49	6.51	19.06
Female	139	137	98.56	1.44	35.04	139	128	92.09	7.91	19.01
Male	153	149	97.39	2.61	41.61	153	145	94.77	5.23	18.75
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	292	286	97.94	2.06	38.46	292	273	93.49	6.51	19.06
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	--	--	--	--	--	--	--	--	--	--
English Learners	292	124	42.47	57.53	15.32	292	113	38.7	61.3	9.92
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	52	47	90.38	9.62	28.89	52	44	84.62	15.38	17.59
Military	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	292	286	97.94	2.06	38.46	292	273	93.49	6.51	19.06
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	31	27	87.10	12.90	14.81	31	24	77.42	22.58	11.11

Note: At or above grade-level standard in the context of the local assessment administered.

Double dashes (--) appear in the table when 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 Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Huerta		Lennox SD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	100	NT	NT	NT	NT
Female	50	NT	NT	NT	NT
Male	50	NT	NT	NT	NT
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	95	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	36	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military					
Socioeconomically Disadvantaged	100	NT	NT	NT	NT
Students Receiving Migrant Education Services					
Students with Disabilities	--	NT	NT	NT	NT

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven

Percentage of Students Meeting or Exceeding the State Standards

	Huerta		Lennox SD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

*Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years."

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

2020-21

	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	286	NT	NT	NT	NT	286	NT	NT	NT	NT
Female	136	NT	NT	NT	NT	136	NT	NT	NT	NT
Male	150	NT	NT	NT	NT	150	NT	NT	NT	NT
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	279	NT	NT	NT	NT	279	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT	--	NT	NT	NT	NT
English Learners	123	NT	NT	NT	NT	123	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Homeless										
Military										
Socioeconomically Disadvantaged	285	NT	NT	NT	NT	285	NT	NT	NT	NT
Students Receiving Migrant Education Services										
Students with Disabilities	27	NT	NT	NT	NT	27	NT	NT	NT	NT

Note: N/T values indicate this school did not test students using the CAASPP for ELA.

Double dashes (--) appear in the table when the number of students in this category is too small for statistical accuracy or to protect student privacy.

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/pfi/.

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/cal/.

LOCAL ASSESSMENTS

The Lennox School District administered local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown in this report.

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 July 15, 2020. During fiscal year 2020-21, 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 2021.

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 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

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			
Inspection Date: July 15, 2020	Good	Fair	Poor	Repair Needed and Action Taken or Planned
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.

Chronic Absenteeism by Student Group (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	559	555	13	2.3
Female	261	259	7	2.7
Male	298	296	6	2
American Indian or Alaska Native				
Asian				
Black or African American	1	1	1	100
Filipino				
Hispanic or Latino	545	544	12	2.2
Native Hawaiian or Pacific Islander	1	1	0	0
Two or More Races				
White	3	1	0	0
English Learners	282	281	4	1.4
Foster Youth	4	4	0	0
Homeless	103	103	4	3.9
Socioeconomically Disadvantaged	554	554	13	2.3
Students Receiving Migrant Education Services				
Students with Disabilities	52	52	1	1.9

Suspensions and Expulsions

	Huerta			Lennox SD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	0.00%	0.00%	0.00%	1.70%	2.80%	0.03%	3.50%	3.60%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.01%	0.00%	0.08%	0.09%	0.00%

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions & Expulsions by Student Group (2020-21)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

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.

CHRONIC ABSENTEEISM

The chart in this report identifies the chronic absenteeism rates by student group for Dolores Huerta Elementary School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

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

Grade Level	2017-18			
	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**	5.0	1		
Grade Level	2018-19			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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**				
Grade Level	2019-20			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	38.0		1	3
1	19.0	5		
2	19.0	4		
3	28.0		4	
4	27.0		4	
5	25.0		4	

*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.

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 2019-20, 2020-21, and 2021-22 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

2019-20	4 days
• 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	
2020-21	4 days
• Distance Learning Platforms • Google Training • Zoom Training • Canvas (MS) / SeeSaw (ES) • Online Curriculum Training	
2021-22	2 days
• Integrated & Designated ELD • Language Objectives & EL Strategies • Sentence Frames • ELD Discovery Lessons • Social Emotional Learning • STAR Assessment • Working with STAR Data • Language Objectives & EL Strategies	

During the 2020-21 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.

2020-21 Staff Development Topics:

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

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 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 14, 2021, 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 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 2021-22 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
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%

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

The charts below identify the number of teachers at Dolores Huerta Elementary School, Lennox Elementary School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Dolores Huerta Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

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 2020-21		
	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

*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.

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

EXPENDITURES PER STUDENT

For the 2019-20 school year, Lennox School District spent an average of \$13,705 of total general funds to educate each student (based on 2019-20 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.)

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
Dollars Spent Per Student					
Expenditures Per Pupil	Huerta	Lennox SD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,450	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,979	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,471	7,500	99.6%	8,444	88.8%
Average Teacher Salary	84,355	89,478	N/A	82,431	N/A

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 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I, II, III, IV
- Tobacco Use Prevention Education

SARC DATA

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

INTERNET

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.

DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Lennox Elementary School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in October 2021 and school facilities information was acquired in November 2021.