

Hurd Barrington Elementary School

838 Eucalyptus Avenue • Newman, CA • 209 862-2585 • Grades K-5

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



2014-15 School Accountability Report Card Published During the 2015-16 School Year



Newman-Crows Landing Unified School District

1162 Main St.
Newman, CA 95360
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www.nclugd.k12.ca.us

District Governing Board

Janice Conforti President
RoseLee Hurst, Clerk
Paul Wallace
Tim Bazar
Vernon Snodderly

District Administration

Randy Fillpot
Superintendent
Dave Kline
Director of Human Resources
Kim Bettencourt
**Director of Curriculum and
Instruction**
Alice Solis
Director of Student Services
Caralyn Mendonca
Director of Fiscal Services
Matt Vargas
**Director of Maintenance and
Operations**

School Description

Hurd Barrington School, as a multicultural and diverse learning community, prepares each student to become successful in a career or college by providing a safe, engaging and academic learning environment for all. Hurd Barrington was opened on August 15, 2011 and is a beautiful new campus that serves Kindergarten through Fifth Grade Students. The school is equipped with a computer laboratory, a spacious library and writing classroom and a multi-purpose room where lunch is served, Student of the Month assemblies are held where academics and character awards are presented. Musicals and special plays are performed by students for the Student of the Month Assemblies. Hurd Barrington serves 450 students with three classes per grade level with 34% of the students being English Learners, 68% Socio-Economically Disadvantaged, .08 Special Education, 2% Migrant and 2% Gifted and Talented.

Hurd Barrington is a great place to work and learn. Our vision is one that promotes that all children can learn and be successful in college, career and life. This vision is promoted and shared by all stakeholders that work with children at Hurd Barrington whether that is a teacher, office worker, paraprofessional, parent, volunteer or the custodian. It takes all of us working together as a team to create a harmonious learning environment for our most precious resource which is our children and our students.

Our teachers at Hurd Barrington are wonderful and very caring individuals. The teachers work well together in creating effective and engaging lesson plans that deliver the new Common Core State Standards. This is accomplished through a weekly collaboration model where teachers work in grade levels to share ideas, discuss the curriculum, promote effective instructional strategies and discuss challenges. Response to Intervention groups are tailored to meet the needs of all students with data driven discussions to fine tune instruction for individual or groups of students. Teamwork is paramount at Hurd Barrington which provides the absolute best learning outcomes for our wonderful students.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 209 862-2585 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	63
Grade 1	76
Grade 2	79
Grade 3	81
Grade 4	85
Grade 5	85
Total Enrollment	469

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
Asian	1.5
Hispanic or Latino	73.1
Native Hawaiian or Pacific Islander	0.2
White	21.5
Two or More Races	2.6
Socioeconomically Disadvantaged	69.5
English Learners	39
Students with Disabilities	13
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

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

Teacher Credentials			
Hurd Barrington Elementary School	13-14	14-15	15-16
With Full Credential		18	17
Without Full Credential		1	2
Teaching Outside Subject Area of Competence		0	0
Newman-Crows Landing Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Hurd Barrington Elementary	13-14	14-15	15-16
Teachers of English Learners		0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions		0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.7	5.3
Districtwide		
All Schools	95.3	4.7
High-Poverty Schools	95.3	4.7
Low-Poverty Schools	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Medallions/2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Engage New York/August 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-2 Foss Science/2007 & 3-5 Grade Houghton Mifflin California Science/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflection/Harcourt: California Series/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

This school was built in 2011. It is very modern and exceptionally clean.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/25/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	37	34	44
Math	27	20	33

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	32	61	48	44	46	39	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.60	17.10	29.30

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	39
All Student at the School	48
Male	48
Female	48
Asian	--
Filipino	--
Hispanic or Latino	42
White	68
Socioeconomically Disadvantaged	--
English Learners	27
Students with Disabilities	38
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	81	81	100.0	43	25	23	9
	4	86	82	95.3	30	27	22	20
	5	85	80	94.1	38	26	29	8
Male	3		39	48.1	46	26	21	8
	4		40	46.5	38	25	25	10
	5		31	36.5	48	19	32	0
Female	3		42	51.9	40	24	26	10
	4		42	48.8	24	29	19	29
	5		49	57.6	31	31	27	12
Black or African American	3		2	2.5	--	--	--	--
	4		1	1.2	--	--	--	--
Asian	3		1	1.2	--	--	--	--
	4		1	1.2	--	--	--	--
	5		2	2.4	--	--	--	--
Filipino	5		1	1.2	--	--	--	--
Hispanic or Latino	3		53	65.4	47	26	21	6
	4		67	77.9	31	30	19	19
	5		56	65.9	39	27	30	4
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3		21	25.9	29	24	33	14
	4		9	10.5	--	--	--	--
	5		21	24.7	24	29	29	19
Two or More Races	3		4	4.9	--	--	--	--
	4		3	3.5	--	--	--	--
Socioeconomically Disadvantaged	3		58	71.6	47	21	26	7
	4		65	75.6	32	28	23	15
	5		54	63.5	54	20	24	2
English Learners	3		29	35.8	45	24	21	10
	4		34	39.5	47	29	15	9
	5		31	36.5	45	35	19	0
Students with Disabilities	3		12	14.8	83	17	0	0
	4		16	18.6	69	6	13	13
	5		11	12.9	91	9	0	0
Students Receiving Migrant Education Services	3		2	2.5	--	--	--	--
	4		1	1.2	--	--	--	--
	5		1	1.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	81	81	100.0	27	38	27	6
	4	86	81	94.2	37	30	14	14
	5	85	81	95.3	44	35	11	9
Male	3		39	48.1	26	36	26	10
	4		39	45.3	41	33	13	10
	5		31	36.5	48	35	13	0
Female	3		42	51.9	29	40	29	2
	4		42	48.8	33	26	14	17
	5		50	58.8	42	34	10	14

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		2	2.5	--	--	--	--
	4		1	1.2	--	--	--	--
Asian	3		1	1.2	--	--	--	--
	4		1	1.2	--	--	--	--
	5		2	2.4	--	--	--	--
Filipino	5		2	2.4	--	--	--	--
Hispanic or Latino	3		53	65.4	25	47	23	4
	4		67	77.9	39	31	12	12
	5		56	65.9	46	38	9	5
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
White	3		21	25.9	24	19	43	14
	4		9	10.5	--	--	--	--
	5		21	24.7	29	33	19	19
Two or More Races	3		4	4.9	--	--	--	--
	4		2	2.3	--	--	--	--
Socioeconomically Disadvantaged	3		58	71.6	29	34	29	5
	4		64	74.4	41	30	14	9
	5		54	63.5	59	28	6	6
English Learners	3		29	35.8	24	34	38	3
	4		34	39.5	53	32	3	6
	5		31	36.5	52	42	3	0
Students with Disabilities	3		12	14.8	58	17	25	0
	4		16	18.6	75	13	0	13
	5		11	12.9	91	9	0	0
Students Receiving Migrant Education Services	3		2	2.5	--	--	--	--
	4		1	1.2	--	--	--	--
	5		1	1.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement

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

The school communicates to parents in the following ways: school newsletters, flyers, district calendar, phone dialer alerts, parent conferences, Back to School Night, Open House, progress reports and report cards.

Opportunities for parent involvement such as:

School Site Council

Migrant Education/ Parent Advisory Committee

Parent Institute

Training or workshops offered by Family Resource Center

Site Representatives on district committees

Parent Workshops

Adult ESL Classes

Safety Committee

Parent Volunteer Opportunities

PTO (Parent Teacher Organization)

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Hurd Barrington Elementary School prepares staff, students and informs parents about the comprehensive safety plan which is updated and approved annually. The safety plan is reviewed with students and staff by practicing monthly fire drills, bi-yearly earthquake drills, and bi-yearly lock down drills.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.24	0.00	1.19
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.39	2.21	3.05
Expulsions Rate	0.10	0.29	0.16
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2010-2011
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	66.7	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	30	24	21		1	1	3	2	2			
1	30	26	25				3	3	3			
2	28	27	26				3	3	3			
3	27	27	27				3	3	3			
4	29	25	26				3	3	3			
5	22	22	23	1	1	1	3	3	3			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.75
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	450

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

Professional Development provided for Teachers

Common Core implementation has prompted teachers to receive weekly PLC time for professional development and planning to assist teachers for the proper implementation in the areas of Mathematics, Science and English Language Arts. Technology has also been a professional staff development area in all core subjects. Teachers have also been provided the ability to have collaborative meetings within grade levels to plan and prepare with peers on best practices also giving them additional time to learn from each other as a form of continuous professional growth.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,407	\$40,379
Mid-Range Teacher Salary	\$64,274	\$62,323
Highest Teacher Salary	\$81,207	\$81,127
Average Principal Salary (ES)	\$93,638	\$99,192
Average Principal Salary (MS)	\$93,638	\$91,287
Average Principal Salary (HS)	\$106,130	\$112,088
Superintendent Salary	\$152,160	\$159,821
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	6%

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

Types of Services Funded

As a Program Improvement process, Hurd Barrington School and the Newman Crows Landing Unified School district informed parents that Hurd Barrington was PI Year 1 and offered public school choice to all families. Additionally, Hurd Barrington has a response to intervention program school-wide where students receive tutoring at their individual reading levels and Mathematics throughout the day.

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 this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4663.30	\$1172.96	\$3490.35	\$56,636.14
District	♦	♦	\$3490.35	\$65,689
State	♦	♦	\$5,348	\$65,267
Percent Difference: School Site/District			0.0	-15.8
Percent Difference: School Site/ State			-25.6	-10.2

* Cells with ♦ do not require data.