



Hurd Barrington Elementary School

838 Eucalyptus Ave • Newman, Ca. 95360 • 209 862-2585 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Newman-Crows Landing Unified School District

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District Governing Board

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

District Administration

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Superintendent
Dave Kline
Director of Human Resources
Kim Bettencourt
**Director of Curriculum and
Instruction**
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 spacious library, maker space, and a multi-purpose room where lunch is served and monthly assemblies are held where academics and character awards are presented. Hurd Barrington serves 492 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 Elementary School has high expectations for all students through rigorous instruction, that allows for individual differences and learning styles. Our school promotes a safe, caring, and supportive environment. We seek to build positive relationships with students, parents, and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	68
Grade 1	77
Grade 2	73
Grade 3	78
Grade 4	86
Grade 5	80
Total Enrollment	462

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0
Asian	1.1
Filipino	0.2
Hispanic or Latino	69.5
Native Hawaiian or Pacific Islander	0
White	23.4
Two or More Races	3.5
Socioeconomically Disadvantaged	69.3
English Learners	36.1
Students with Disabilities	10
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Hurd Barrington Elementary School	15-16	16-17	17-18
With Full Credential	17	18	20
Without Full Credential	2	3	2
Teaching Outside Subject Area of Competence	0	0	0
Newman-Crows Landing Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	134
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Hurd Barrington Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advanced June 2017 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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: 8-31-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	44	39	41	41	48	48
Math	33	34	24	24	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	48	--	39	46	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.4	10.5	11.8

* 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 Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	246	245	99.59	38.78
Male	117	116	99.15	33.62
Female	129	129	100	43.41
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	175	174	99.43	37.36
White	53	53	100	41.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	179	178	99.44	32.58
English Learners	103	102	99.03	29.41
Students with Disabilities	28	28	100	10.71
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	246	244	99.19	33.61
Male	117	116	99.15	36.21
Female	129	128	99.22	31.25
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	175	173	98.86	30.06
White	53	53	100	41.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	179	177	98.88	28.25
English Learners	103	101	98.06	24.75
Students with Disabilities	28	28	100	7.14
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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: Class Dojo, school newsletters, flyers, district calendar, phone dialer alerts, parent conferences, Back to School Night, Open House, and progress reports and report cards.

Opportunities for parent involvement such as:

School Site Council

ELAC/DLAC

Migrant Education/ Parent Advisory Committee

Site Representatives on district committees

Parent Workshops

Adult ESL Classes

Parent Volunteer Opportunities

PTO (Parent Teacher Organization)

Second Cup of Coffee

State Priority: School Climate

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

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

School Safety Plan

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. The plan for the 2017-2018 school year was reviewed on September 15, 2017 and adopted on September 15, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.2	2.5	5.5
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.0	3.8	6.1
Expulsions Rate	0.2	0.0	0.2
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 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	57.1	

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	1
Speech/Language/Hearing Specialist	.75
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	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 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	21	23	1	1		2	2	3			
1	25	25	24				3	3	3			
2	26	26	24				3	3	3			
3	27	27	27				3	3	3			
4	26	26	26				3	3	3			
5	23	23	26	1	1		3	3	3			

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

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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,156	\$44,144
Mid-Range Teacher Salary	\$72,988	\$69,119
Highest Teacher Salary	\$91,403	\$86,005
Average Principal Salary (ES)	\$103,325	\$106,785
Average Principal Salary (MS)	\$100,228	\$111,569
Average Principal Salary (HS)	\$120,519	\$121,395
Superintendent Salary	\$173,448	\$178,104
Percent of District Budget		
Teacher Salaries	35%	34%
Administrative Salaries	6%	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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,660.12	\$2,611.48	\$7,048.64	\$72,818.00
District	♦	♦	\$10,285	\$72,245
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-31.5	0.8
Percent Difference: School Site/ State			7.2	4.5

* Cells with ♦ do not require data.